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ABSTRACT

This is a report of the Council's site visits, assessment activities, and recommendations concerning programs for the educationally disadvantaged. Although most of the programs examined are funded under Title I, other types of compensatory programs are also considered. Particular attention is given in the report to the areas of: funds allocation and distribution; program planning, administration and evaluation; parent involvement; State operated programs; individualized education; alternative schools and programs; bilingual/bicultural education; American Indian and migrant education; community support services; peer tutoring; and the participation of children in nonpublic schools. Site visit reports from schools in Alabama, Arizona, Arkansas, California, Florida, Georgia, Kentucky, Mississippi, Rhode Island, New York, Tennessee, and Puerto Rico are presented. Particularly noted is the effectiveness Title I programs have demonstrated in meeting the needs of rural and small school districts throughout the nation. (GC)

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1978 ANNUAL REPORT TO THE PRESIDENT AND CONGRESS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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UD019048

The National Advisory Council on the Education of Disadvantaged Children

TITLE I—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

DECLARATION OF POLICY

Sec. 101. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

(20 U.S.C. 241a) Enacted April 11, 1965, P.L 89-10, Title I, sec. 2. 79 Stat. 27; redesignated and amended January 2, 1968, P.L. 90-247, Title I, secs. 108(a) (2), 110, 81 Stat. 786, 787; amended April 13, 1970, P.L. 91-230, sec. 113(b) (2), 84 Stat. 126.

NATIONAL ADVISORY COUNCIL

Sec. 148. (a) There shall be a National Advisory Council on the Education of Disadvantaged Children (hereinafter in this section referred to as the "National Council") consisting of fifteen members appointed by the President, without regard to the provisions of title 5, United States Code, governing appointment in the competitive service, for terms of three years, except that (1) in the case of initial members, five shall be appointed for terms of one year each and five shall be appointed for terms of two years each, and (2) appointments to fill vacancies shall be only for such terms as remain unexpired. The National Council shall meet at the call of the Chairman.

(b) The National Council shall review and evaluate the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and make recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and to the extent appropriate, experience under other public and private educational programs for disadvantaged children.

(c) The National Council shall make such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and shall make an annual report to the President and the Congress not later than March 31 of each calendar year. Such annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report.

(20 U.S.C. 2411) Enacted April 11, 1965, P.L. 89-10, Title I, sec. 2, 79 Stat. 34; amended Nov. 3 1966, P.L. 89-750, Title I, sec. 115, 80 Stat. 1197; redesignated and amended Jan. 2, 1968, P.L. 90-247 Title I sec. 108(a) (4) 110, 114, 81 Stat. 786-788; amended and redesignated April 13, 1970, P.L. 91-230, Title I, secs. 112, 113(b) (4), 84 Stat. 125, 126.

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NATIONAL ADVISORY COUNCIL ON THE EDUCATION
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March 31, 1978

Dear Mr. President:

I am pleased to transmit the 1978 Annual Report of the National Advisory Council on the Education of Disadvantaged Children.

The Council produced four special reports in addition to the annual report for your consideration this year—Parent Involvement, the NIE Compensatory Education Study, Rural Education and Indian Education. In addition, the Council submitted an *amicus curiae* brief to the Eighth Circuit Court of Appeals at their request pursuant to the *Barrera vs. Wheeler* case. An Urban Policy Statement is being finalized at this time and will be released later this Spring.

It is a special privilege for me to report to you that our recommendations continue to be incorporated into policy, practice and law. The Council is proud that your Reauthorization Bill contains several of our longstanding recommendations: the urban concentrations section, the State matching proposal and incentive, and a generous increase for ESEA Title I.

The members appreciate the opportunity to serve educationally disadvantaged children through the advisory role which requires us to report to you and the Congress directly with timely and pertinent advice. As a citizen group broadly representative of the nation as a whole, we are sensitive to the need for us to assist unelected public servants in assessing, reviewing and reporting the desires of the constituencies affected by ESEA Title I and other compensatory education programs. We welcome the responsibility, and as this report will document, we have worked hard to provide that service to disadvantaged children, the people, the Congress and to you.

Respectfully submitted,

Owen F. Peagler

Owen F. Peagler
Chairman

The President of
The United States
The White House
Washington, D.C. 20500

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COUNCIL FINDINGS

1. The Council has determined through its examinations of ESEA Title I programs that the services provided at the local level significantly increase the educational achievement levels of educationally disadvantaged children.
2. The present formula distribution of ESEA Title I funds channels money away from areas of the highest concentrations of low income families, which were included in the original formula.
3. The sum appropriated by Congress for ESEA Title I should be increased to provide services to the many educationally disadvantaged children who are eligible for services, but currently unserved.
4. There is inconsistency in the regulations process governing parent involvement components of ESEA Title I.
5. Title I program administration requires excessive and unnecessary paperwork.
6. There is a serious lack of program coordination in the various agencies serving the Indian and migrant children.
7. The "supplement, not supplant" provisions of ESEA Title I are unclear, promoting confusion among local district administrators.
8. There is a lack of consistency and objectivity among the audits conducted on ESEA Title I programs.
9. The provision of summer school educational services through Title I would substantially increase the sustaining effects of school year Title I progress.
10. Parents who are given inservice training take a greater interest in school activities and are more active in home/school activities.
11. The existence of mandated PACs have encouraged higher rates of parent participation in Title I elementary schools.
12. There is a low rate of parent participation in the secondary schools.
13. Where there is no organized home/school activity for parents of preschool children, there is little parent participation.

SUMMARY OF COUNCIL LEGISLATIVE RECOMMENDATIONS

The National Advisory Council on the Education of Disadvantaged Children recommends that:

Reauthorization

- ESEA, Title I should be reauthorized and expanded.
- Sufficient funds should be appropriated to serve the currently eligible population who are not participating in Title I programs.
- The dual criteria which serve educationally disadvantaged children in areas of high concentrations of low income families be retained.
- ESEA, Title I advanced funding provisions be refined so that local educational agencies are informed by February 1 of the preceding fiscal year the total amount of allocations to be forthcoming.
- Not less than 80 percent of Title I funds be concentrated on the basic skills of reading, mathematics and language arts.
- Extra resources be targeted toward areas with the highest concentrations of low income families.
- The ceiling on state administrative costs and the minimum floor be raised.

Title I Formula

- The formula be redesigned to withdraw the discrimination against the areas with the highest concentration of low income families.
- The AFDC be used once again as one of the formula factors.
- Differentials reflecting higher costs in urban areas be added to the formula.
- The eligibility age for count in the Title I formula should be lowered to the age of three.
- The formula should take into account variances in regional costs.

Audits

- States be required to spend on Title I eligible children the amount they would otherwise have had to return to the U.S. Treasury as a result of audit exceptions.
- State departments of education personnel should accompany HEW audit teams.

Parent Involvement

- The formal consent of the districtwide ESEA Title I parent council should be required for research projects or evaluations which propose to waive the requirements of ESEA, Title I.
- The Federal Government should prescribe all parent involvement regulations required under ESEA, Title I, in the pattern established by every other Title I regulation.
- The state administrative set-aside should be examined by the Congress and increased appropriately to allow technical assistance for state support of parent training activities.
- The National Institute of Education should be required by Congress to develop a simplified summary of its reports for dissemination to parent advisory council members and other interested persons.

Migrant Education

- Provisions should be made to consider the emancipated child eligible for service under the migrant program, if that child is a migrant in a job classification covered under the ESEA Title I statute regulations.
- Provisions should be made for the migrant child to be eligible for services from federal funded migrant programs regardless of the fact that the parent's employment varies from the statutory job classification.
- The five-year provision for out-of-stream migrants continue.

COUNCIL ADMINISTRATIVE RECOMMENDATIONS

The National Advisory Council on the Education of Disadvantaged Children recommends that:

Compliance

- State resources spent on compensatory education programs be excluded from the comparability computation if they serve economically and educationally disadvantaged children.
- On-site visits and the monitoring for compliance as well as auditing should be conducted to determine the extent States and school districts are carrying out the intent of Congress in the passage of the ESEA of 1965.
- Federal and State program personnel and other outside resources such as college personnel, school personnel, including administrators and staff should be an integral part of evaluative activities.

Program Activities

- Implementation of individualized educational plans for eligible Title I students be improved.
- Summer school programs should include creative enrichment activities and new approaches to learning in order to reduce fall-back in regular school practices.
- Preschool services be provided to preschool-aged children as a high priority of service with funds allowed under ESEA Title I.

Training

- Inservice training should be expanded to include opportunities for inner-city school principals.
- Training components become an integral part of the staff development in compensatory education.
- Evaluation of local school's Title I programs include examination of inservice training activities provided for parent advisory council members, the timeliness of materials provided for parent advisory council review and comment and the opportunity for all parents of children in eligible attendance areas to express their views on the programs provided via the Council mechanism.

U.S.O.E. Manuals

- A manual be developed by the U.S. Office of Education to clarify regulations on instructional styles which are legal.
- Subject headings be included in manuals or brochures prepared by the U.S. Office of Education, especially if the topic duplicates applicable regulations.

Indian Education

- The Congress review the major educational program servicing Indian children and establish within the legislation a comprehensive system for the collection and dissemination of information concerning Indian Education programs.
- Cross-agency coordination of Indian educational programs be facilitated through legislative action to reduce the need of duplication of efforts at the local level.
- The Bureau of Indian Affairs and Civil Service Commission develop an alternative procedure to allow for educational personnel selection and evaluation at the local educational agency.
- In instances where documented hardship occurs in acquiring educational equipment, special provisions for "emergency" purchases outside the General Services Administration be permitted.

Program Activities

- Title I services follow the child where possible in situations where school district reorganize due to segregation and where declining enrollment alters the Title I attendance areas.
- The Congress relieve data collection hardships by amending Title I to reduce unnecessary paperwork.

Migrant Education

- Exchange of migrant student credits among states be facilitated by the Migrant Record Transfer System's accrual of time and content of courses completed and units of credit attained.
- That Section 116.39(d) of the Migrant Regulations be deleted as unnecessary.
- Regulatory provisions be included to speed up the delivery of funds to providers of service.

Parent Involvement

- The definition of parents of eligible children in target school should be modified to include parents of all children attending such school and parents of pre-school and high school children living in the local school's attendance area.
- Local educational agencies should be required to attach written responses to parent advisory council's recommendations appropriate to the application in each instance of filing and/or written revision of the application. The response should include the reasons for accepting or rejecting the recommendation.
- Elected parent advisory council officers should have the independence of setting up their own meeting schedules.
- All parent advisory council members should be elected and that the minimum percentage of members who must be parents of eligible children remain a simple majority.
- The most cost-effective method of parent training be primarily a local activity with additional funds provided for technical assistance from state, regional and national offices.
- Technical assistance for parent training be arranged through utilization of the ten regional technical assistance laboratories already established by the Office of Education to give individualized assistance to states and locals.

COUNCIL ACTIVITIES

Introduction

This year the reauthorization of the Elementary and Secondary Education Act has placed upon the National Advisory Council on the Education of Disadvantaged Children (NACEDC) a special responsibility for the fulfillment of its role as watch dog for special educational needs of disadvantaged children. The interests and concerns expressed by the Executive and Legislative branches of the Federal Government, the interests of state and local educational administrators, the concerns expressed by public and private interest groups and the views of the disadvantaged children and their parents have been combined with a variety of activities in order to evaluate ESEA Title I and all other federal compensatory education programs.

The Council's activities are designed to provide guidance on more effective compensatory education legislation and program practices. As part of these activities, regular presentations of views are presented before Congress, federal educational administrators and other groups and individuals. Meetings of the Council as a whole and in committees are open to the public and are attended by lay persons and specialists in various areas of educational interest. On-site visitations and informal hearings at the state and local level provided first-hand information on current compensatory education practices and concerns. The individual and group participation of NACEDC members in a wide range of national, state and local educational seminars, conferences, and review panels assisted in providing new awareness of current educational practices, problems and research.

Meetings

The Council met on a regular basis throughout the year, holding at least 29 full Council and/or committee meetings. These meetings were held for the purpose of studying specific issues and developing recommendations for this report.

The activity plan adopted for the past year included preparing special reports, scheduling dates and locations which would assist in the examination of ESEA Title I and other federal education programs. The Council's meeting dates for the 1978 report were:

List of 1977 & 1978 Meeting Dates

A. Total number of full Council open meetings 11
B. Aggregate number of subcommittee meetings 12
C. Total number of closed meetings 0
D. Total number of partially closed meetings 1

Actual Dates of All Meetings:

January 28-29, 1977	Council Meeting Washington, D.C.
March 4-5, 1977	Council Meeting Los Angeles, California
March 16, 1977	Editing Committee Washington, D.C.
April 1-2, 1977	Council Meeting Washington, D.C.
May 18-19, 1977	Committee on Indian Education
*May 20-21, 1977	Council Meeting Washington, D.C.
20th	1 hr. closed for personnel evaluations
June 11, 1977	Council Meeting (& Appalachian Site) Atlanta, Georgia
July 14, 1977	Successful Programs/Parent Involvement, Indian Education/ Migrant Education, Mandated Studies, and Legislative Testimony
July 15, 1977	
July 15-16, 1977	Council Meeting (& hearings) Boston, Massachusetts, Bangor, Maine & Providence, Rhode Island
September 8, 1977	Subcommittee meetings (same as July 14th) Legislative/Migrant Committees
September 9-10, 1977	Full Council Meeting
September 10	Mandated Studies Committee meeting (continued from Sept. 8)
October 13, 1977	Committee Meetings Washington, D.C.
October 14-15	Full Council Meeting Washington, D.C.
November 18-19, 1977	Full Council Meeting Washington, D.C.
December 7-8, 1977	Site Visits in Phoenix and Tucson, Arizona (Indian Reservations—Papago and Pima Tribes)
December 9-10, 1977	Site Visits in Tucson Unified School Districts.

January 13-14, 1978	Council Meeting Washington, D.C.
March 5-6, 1978	Full Council meeting and site visits San Diego, California

Panels, Advisory Board/Workshops

On numerous occasions, Council had members participate in activities sponsored by Federal, State and local educational agencies. The Panels and Advisory Board were primarily designed to provide guidance for national effort in developing or evaluating compensatory education services. Various workshops attended by designated Council members involved Parent Involvement, migrant education, early childhood education and other aspects of compensatory education.

Summary of NACEDC Congressional Testimonies

August 4, 1977–House of Representatives, Committee on Education and Labor–Subcommittee on Elementary and Secondary Education

The National Advisory Council provided testimony before the subcommittee concerning Federal Advisory Committee practices and procedures. Concentrating on educational advisory councils, the NACEDC participated in a panel discussion with other council's representatives from adult education and Indian education. Each was requested to outline their views on the effectiveness of council practices and procedures and comment on sections of the Federal Advisory Councils Act and the General Education Provisions Act affecting advisory committee functions and procedures.

Dr. Wilbur H. Lewis, Vice-Chairman of the NACEDC, provided testimony for the Council. His comments highlighted the need for broad community participation in the governance of education as a basic principle of American education. The system of advisory councils provides the vehicle for this participation. Councils composed of memberships broadly representative of our nation's ethnic, geographic and interest groups contribute a disparity of viewpoints. Council interactions with the Congress, Federal, state and local educators and parents provide for the development of recommendations to strengthen federal educational program legislation through continuing responsiveness to the needs of the citizens served.

Areas recommended for strengthening the effectiveness of advisory councils were: (1) a system of Committee Management implemented at the Office of Management and Budget level, providing a manual and series of training opportunities for newly established committees; (2) announced common criteria for evaluating advisory committee effectiveness and, (3) involving the affected community in the determination of priorities and services as a basic principle of governance in American education, and as a necessary linkage for effective public administration.

October 26, 1977–House of Representatives, Committee on Education and Labor–Subcommittee on Elementary and Secondary Education

The NACEDC was requested to testify before the subcommittee on the effectiveness of ESEA Title I, with particular emphasis on administration of the Act. Representing the Council was its Chairman, Dean Owen F. Peagler.

The Chairman expressed the NACEDC views that ESEA Title I was making a difference in the education of poor children, and through improved management and planning, to the education of all children. The Council favors placing the emphasis of the program on educationally disadvantaged children who live in areas of high concentrations of low income families. The Council recommends that increased funding of Title I be accomplished for the next possible fiscal year, and that the added monies be spent on serving the unserved 34% of eligible elementary and secondary students, nonpublic school students and preschool children in target attendance areas.

In the area of federal monitoring and enforcement the Council commented on the reduced resources available for federal monitoring activities and recommended increases in funds and personnel to perform annual program reviews in each state. The Council recommended that audits, currently not well managed, should include program personnel as part of the auditing team and states be held accountable for audit exceptions as well as the local district found in error. The Council recommended that monies which are scheduled to be returned to the U.S. Treasury as a result of audit exceptions be spent on Title I eligible children in the district involved. Additionally, the bypass provision for migrant and nonpublic school children should be strengthened for efficient implementation.

To reduce program inconformities and promote efficient administration the Council recommended that state expenditures for compensatory education be excluded from the comparability computation if they serve educationally disadvantaged children. In the area of parent involvement, the NACEDC recommended that only the federal government should have the authority to promulgate parent involvement regulations. A manual should be developed by USOE to clarify regulations on instructional types which are legal and manuals or brochures on subject headings of concern should be prepared by USOE. Direction should be given by the Congress on formalizing new regulations which clearly define comparability and measurements.

The Council recommended that Title I services follow the child where possible in situations where school districts reorganize due to desegregation and declining enrollment altered the Title I attendance areas. It highlighted the need for individualized educational plans as a part of the Title I program for each student. The complete text is found in the appendix section of this report.

Informal Hearings

During the month of July 1977 the NACEDC conducted a series of informal hearings simultaneously in Bangor, Maine; Providence, Rhode Island and in Boston, Massachusetts. These hearings and subsequent written statements provided the membership with candid comments and recommendations from state and local educational officials, teachers, parents and other interested persons concerned with ESEA, Title I programs. Specific views, comments and recommendations were utilized by the Council in formulating its report testimony recommendations to the Congress on the reauthorization of Title I.

A summary of the issues addressed are outlined below, and copies of the minutes are available upon request from the Council office.

Summary of Hearing Recommendations and Comments

Funds Allocation and Distribution of funds for Title I Programs:

• *Accuracy of Title I Entitlement Information*

The current method of utilizing census data, even when it is updated with AFDC of free lunch information, is considered by most of the participants as inaccurate but the most desirable method of determining grants available. One participant did indicate that he felt the eligibility criteria should be changed to educational disadvantagement (as recommended in the current Congressman Ouie's proposal) because this would allow more students to be eligible for Title I services.

It was suggested that AFDC counts, considered in the formula grant process, discriminate against very rural areas such as Maine because many persons living below the poverty level will not seek public assistance.

• *Supplementary Funding for Title I Summer Sessions*

One participant indicated that many of the gains made by their children participating in Title I programs during the regular school term are reduced over the inactive periods of the summer. He suggested that additional Title I funds be made available to local school districts to implement summer sessions of Title I.

Administration of Title I

• *Needs Assessment*

The concept of a needs assessment is acceptable and deemed necessary by all the participants in the hearings. While tests are utilized most often to determine instructional needs, teacher judgments are also considered essential. The regulations governing the needs assessment should be more flexible at the local level to allow local education agencies more latitude in identifying their overall educational needs.

• *Paperwork Problems and Administrative Procedures*

There is too much documentation necessary for Title I program administration. A suggested area for reduction is that only new projects be required to submit applications. Other participants indicated that they had been able to substantially reduce their paperwork burdens. The "follow-the-child" guidelines for students who leave the target school area or are bussed place very substantial administrative burdens on the local administration.

• *Target Schools in Rural Areas*

It is very awkward for very small rural school districts with less than 1,000 student enrollments to identify target schools for Title I purposes. The recommendation for alleviation of this hardship is to limit the target school regulation to districts with over 5,000 student enrollments.

• *Comparability Regulations*

Participants indicated that there were no problems with meeting the USOE comparability regulations. There was, however, the suggestion that full scale Office of Education reviews of this area are not necessary on an annual basis and only spot checks are necessary to assure compliance.

Parent Involvement

• Opposition views of Title I PACs were that parents were uneducated in educational matters and shouldn't have any say so in the administration of the program, parents did not often want to be organized and given any responsibility, and parents should not be allowed to organize a statewide PAC.

• Favorable views of Title I parents were that the inservice training of PAC members has greatly helped their ability to participate constructively in Title I administration, much of the lack of knowledge by PAC members is due to inadequate information from administrators, PACs should have access to the OE audits of their programs.

Program Planning and Coordination of Programs

• *Concentration of Effort*

All participants emphasized that their programs are designed for children from K-8, with some early childhood programs. While all the programs concentrated on basic skills, supplementary services such as counseling, nutritional and health care was still deemed as a necessary part of Title I.

• *Program Coordination*

Most problems of coordination of Title I services with other educational programs to eliminate overlap or duplication have been solved. There were no problems voiced over the relationships of the public and nonpublic school administrations. It was suggested that the administration of the Impact Aid Program not be the responsibility of the Title I administrators.

Vermont is very supportive on Title I part B funding which has provided them funding for 23 early childhood programs. They felt that these programs are very necessary to limit future educational disadvantagement.

State Operated Programs

• *Migrant Programs*

Title I migrant programs are very necessary in this area because there are many intra-state migrants that are not normally identified with the LEAs' needs assessments. The migrant programs pick-up these additional students. It was recommended that the "active" migrants be served before the settled-in migrants.

• *Neglected and Delinquent Programs*

It was recommended that regulations governing state operated Title I programs for neglected and delinquent children be more specific.

Other Programs Relating on the Education of Disadvantaged Children

• Much discussion centered on the Education of All Handicapped Children Act (P.L. 94-142). The Federal Government is requiring too much of the state and local educational agencies in terms of administration, documentation and money. The legislation has put the local school systems in a position where suits by unserved handicapped children are likely and an enormous economic burden will be placed on the district. The handicapped Act is directly going to affect the high level of Title I services currently available.

SPECIAL REPORTS

Each year the Council develops a plan of activities which permits emphasis to be placed on specific areas of service to educationally disadvantaged children. This year it chose to concentrate on those issues of Rural Education, Indian Education, Parent Involvement and Mandated Studies.

The *Indian Education Report* reflects Council observations and recommendations for strengthening federal program services to Indian children. Its major emphasis is better coordination among various agencies and programs serving the Indian population.

The *Parent Involvement Report* highlights the Council's continuing support for the involvement of parents at all levels in compensatory educational services. In addition, the report itemized specific policies and practices which can be implemented at the local level to strengthen the effectiveness of parent organizations.

In examining the needs of the educational disadvantaged residing in *Rural areas*, the Council undertook site visits and informal hearings focusing on the rural population. The special report identifies the economic conditions and educational needs of the rural school-aged population and the administrative difficulties small school districts experienced in operating federal programs.

The *Special Report on Mandated Studies* was developed through the Council's participation throughout its tenure in national efforts to evaluate compensatory education programs. In recent years the Council has been mandated to provide technical assistance to the National Institute of Education during its three-year study of compensatory education. The highlights of the completed NIE studies (6) and the Council's comments and recommendations concerning this information are presented in this report.

EFFECTIVE PRACTICES IN OPERATION

Introduction

The NACEDC is required by law to highlight successful practices and programs funded in whole or in part by ESEA Title I and other compensatory education programs including how the occupational and career needs have been met. Section 148(b) of ESEA Title I law states:

> "The National Council shall review and evaluate the administration and operation of this Title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs . . ."

Further, Section 148(c) states in part:

> ". . . annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived children, hold the highest promise for raising the educational attainment of these educationally deprived children."

To fulfill the above stated requirements, the NACEDC annually plans a series of site visits throughout the United States. As part of its policy, the planned visits are designed to cover geographical areas representative of patterns of Title I service and identify effective compensatory services for a variety of ethnic and cultural groups. (see NACEDC site visit reports.)

This report is presented to communicate the procedures employed by the NACEDC in conducting its site visitations. Highlighted are the broad parameters of effectiveness it utilizes in identifying and measuring effective administration and instructional practices for raising the rate of edutional attainment among the educationally disadvantaged child.

The NACEDC does not perform "official" audits or review programs for compliance with federal law and regulations. Information gained from site visitations is utilized for developing recommendations for improvement in the legislation and administration of programs serving the disadvantaged child.

Site Visit Procedures

Site visits conducted during 1975-1977 have been broadly representative of the United States. These areas include such urban areas as New York City, New York; Highland Park, Michigan; Dallas, Texas; Tucson, Arizona and many others. Additionally, the Council has visited such rural areas as Cherokee and Haralson Counties, Georgia; Frankfort, Kentucky; Anniston, Alabama; Woodburn, Oregon and others.

Many of the Council's visits were undertaken to observe programs serving ethnic and cultural groups. These site observations included American Indian programs in the Dakotas, Utah and Arizona; Migrant program in Delaware and Florida; Spanish speaking communities in Texas and Arizona; and predominantly black populations in Bedford Stuyvesant, New York and Wichita, Kansas.

The Council members approve the type of programs and geographical areas to be covered during each Council reporting year based upon their specific areas of focus for that activity year. The staff of the Council then selects the project(s) within this general framework most likely to meet the Council's criteria. These are approved at the next Council meeting and incorporated into the Council's annual plan. In most instances, at least two Council members will visit each program site and prepare for Council review and adoption of a written report describing the program. This description includes the duration of the project, the number of children served, the grade range, ethnicity, type of geographic area located within, cost per child, achievement gains and the source of funding for the program. Council members additionally describe the objectives and activities of the program and include their personal, expert observations on the effectiveness of the program in meeting the needs of the children served. See NACEDC site visit reports.

Site Visitation Goals and Criteria

The goal of the NACEDC in undertaking site visitations is to determine effective instructional and administrative practices and to view firsthand, problems related to the administration and implementation of Title I and other compensatory education programs. The information gathered is utilized by the Council in formulating its recommendations for program improvement. Equally as important, the Council considers program administrators at every government level. The Council's site visitations are undertaken to promote positive changes in the practices and attitudes of those responsible for delivering services to the disadvantaged child.

From past experiences the NACEDC has identified administrative procedures and programs which illustrate that a compensatory education program or project is effective in meeting the compensatory needs of the students served. Few of these criteria elements are applicable throughout the United States. The wide variety of student needs and uniqueness of local administration and resources demand that each locality view the Council's criteria in terms of how the elements apply to their circumstances. The criteria elements are general measures of effectiveness, which are utilized by its members according to the specific program circumstances.

Criteria for Measuring Program Effectiveness

Program Focus

A focus of the program/project in the areas of cognitive skill (reading, mathematics and language arts);

Documentation of an assessment of the needs of eligible children;

Development of student performance objectives based upon the identified priority of needs;

Amount of instructional time;

A positive involvement of parents of children eligible for services, as measured by parent attendance at meetings and the activities of the parent group.

Administrative Practices:

In the case of districtwide programs, a genuine opportunity for participation of nonpublic school children;

Level of planning effort by adminstrators, principals, teachers, parents and students;

Amount of dollars spent per pupil devoted to the program.

Program/Project Output Measures:

Reading, mathematics and language arts scores—a comparison of entry levels and exit levels;

Number of reported discipline problems—a comparison of child's incidence prior to and during the program year;

Student and parental satisfaction;

Adaptibility of program for replication.*

*New element which requires approval.

Council's Observations

Within the broad guidelines of ESEA Title I and most other federal and state compensatory education programs there is wide latitude in program design and practices by the local educational agency. In many instances, the individual project director (school principal or other) may determine many important aspects of the services provided to the eligible students attending that school. The NACEDC has long supported the necessity for local areas to have the flexibility to utilize program funds to develop services to meet the needs of their particular eligible student population. The Council believes that the needs of the educationally disadvantaged child vary significantly in different locations.

The U.S. Congress has long recognized this limitation of federal program planning. For this reason, the language of ESEA Title I does not address, except through broad concepts, the specific services to be provided. The legislation addresses only the broad parameters under which necessary services are to be determined, and the administrative procedures necessary to insure that the intended purposes of the program are carried out.

National research efforts or program evaluations are of little value to the nation as a whole, unless local administrators and teachers can ascertain from such information methods for improving their program for their particular student body. The Council considers ESEA Title I and other compensatory education programs as opportunities for local schools to implement administrative and instructional practices which can eventually be fully incorporated into the overall educational administration and curriculum, with the supplementary services of compensatory education serving as a catalyst for continual efforts to provide the best quality education for every student.

The major practices which the NACEDC has observed in its site visits are presented in this section. Brief descriptions of the Council's rationale for considering such practices effective for compensatory education programs are included, with mention of specific sites where the particular practice was observed. More detailed discussions on many of the practices noted have been presented in past and present NACEDC Annual and special reports.

Individualized Needs Assessments

The Council Considers the performance of an individualized needs assessment essential for the provision of effective services to the educationally disadvantaged child. An assessment should be annually undertaken, and should include administering and evaluating a written or oral test in the area of basic skills, diagnostic tests by professional medical or psychological personnel, past performances and opinions and professional judgments of the principal, teacher, parents and (where appropriate) the child.

The Council considers the individualized needs assessments of the Corrective Reading Program in Wichita, Kansas* an excellent example of procedures which result in maximum understanding of the needs of the disadvantaged child which must be addressed through the compensatory program services. Site visit report appears on page 52.

Individual Written Educational Plans

Such a practice facilitates the organized planning of proper educational services to each child. It also helps to reduce the likelihood of duplication or omission of necessary services. An individualized educational plan should specify the objectives to be met by compensatory services, the types of services to be delivered to meet these objectives and the sources of services to be utilized. Such a plan should be developed by the school administrator, the parents, the teachers, and the individual child. The Council has observed excellent preparation and use of individualized written educational plans in the St. Michael's Tribal School, ESEA Title I Program, Devil's Lake, North Dakota. Site visit report appears on page 54.

Individualized Instruction

The instructional needs of each child participating in a compensatory education project are different. The rates of subject attainment, perceptions of activities to be undertaken, attention spans and an infinite variety of other factors may limit the effectiveness of instruction given in large or small groups. Many compensatory programs have recognized the shortcomings of group instruction. Through utilization of definitive instructional objectives and activities, specialized teachers, aides, volunteers, parents, etc., and professional guidance from knowledgeable administrators these programs have been able to obtain outstanding gains for students within or removed from the regular classroom. With efficient program management, the cost for individualized programs is comparable to that of other instructional techniques. The Council has observed effective employment of individualized instructional practices in the Title I Reading Program in Albany, Georgia. Site visit report appears on page 55.

Parent Involvement

The Council has long recommended that any compensatory education program contain components which provide for a direct involvement of parents in an advisory role to the overall program serving their children. The achievement potential and complete educational growth of the child in elementary and secondary schools is enhanced by parental involvement in the educational process. Parent involvement in a child's educational program will help the parent to understand the educational needs and activities necessary to meet those ends. The parent may then serve to increase the effectiveness of the compensatory education programs. Parent involvement increases the teachers' and administrators' understanding of cultural factors which influence educational attainment. Additionally, parents' immediate understanding of environmental conditions will contribute to the planning of more effective programs. Parent involvement also acts as force for change and improvement in the educational services provided to children. One example of copensatory education programs in which the Council has observed effective parent involvement is the Follow Through programs in Tucson, Arizona.

Peer Group Tutoring

The Council found that overall student interest and motivation can be bolstered in programs implementing peer-group techniques. It is a particularly effective practice when used to emphasize further development of basic skills. Such programs are not only successful in improving student motivation, but also increase the school's overall interest in a team effort and reduce discipline problems. Students develope more self-esteem and self-worth and the attitudes extend into the total curriculum. The practice produces desirable results for both the educationally disadvantaged child and the child providing the tutoring. The Council considers the High Intensity Tutoring Project in Highland Park, Michigan an example of a program utilizing this technique with a high rate of success. Site visit report appears on page 56.

Community Support Services

A great deal of discussion concerning ESEA Title I compensatory education programs has centered around the areas of program emphasis. The Council has stated in many of its recent reports that the emphasis of Title I programs should be to uplift the educational achievement levels of the disadvantaged child in the area of cognitive skills (reading, mathematics and language arts). Within this objective, the Council has recognized the supplementary service needs often associated with educational disadvantagement such as health, nutrition, or counseling and psychological. The Council has recommended that the use of a small percentage of Title I funds for such services be allowed.

Additionally, the Council has urged in its previous report recommendations that local program coordinators identify other program services available throughout the community which may be more appropriately applied to meet these supplemental needs. Efficient uses of available resources enhaces both the educational and social program services. The provision of coordinated services greatly enhances the ability of the compensatory education program to meet its intended purpose of providing supplemental educational instruction. The Council has experienced very effective uses of community resources in its observations of the Appalachian Regional Commission/Department of Human Resources programs in Cherokee and Haralson Counties, Georgia.

Alternative Programs/Schools

The lack of options for flexible learning styles, particularly for disadvantaged adolescents, may result in their failure in school and life. These youth should be given the opportunity to acquire skills and knowledge in a variety of program settings. Alternative programs/schools can effectively close the gap between education and work, restoring a positive self-image to youth, and creating the type of learning environment necessary for student achievement. They are designed to respond to the unique talents and interests of youth which cannot be adequately addressed within a singular instructional setting. Such alternatives provide students with instruction in basic skills in addition to on-the-job training or practical experiences in skilled trades. These programs are designed to alleviate the possibility of dropout or repeated failure by students, as well as absenteeism and disruptiveness. Examples of programs which the Council has observed which provide such alternatives are the Vocational Information Program, Inc. (VIP) in Cleveland, Ohio and the Southern California Regional Occupational center in Torrance, California. Site visit reports appear on pages 57 and 58.

Reduction in Discipline and Attendance Problems

Special program efforts to raise the level of educational attainment among disadvantaged children will increase both th cild's measured testing levels and his/her positive attitude towards school and self. Better discussion and improved attendance are indicators of a more positive attitude towards school and a perceived effort by the school to serve kids needs. Compensatory services can be designed to address issues of discipline and lack of attendance among participating students. The program design should address the interests and needs of the child. Additionally, the coordinated efforts of teachers, parents and community should address the noninstructional aspects of the child's needs and develop appropriate environments and procedures to insure maximum educational attainment.

During Council site visitations, particular interest is given to the effect of program services on the incidence of discipline problems and student absenteeism. Effective services will decrease such negative aspects of student behavior. A good example of programs observed by the Council which have significantly reduced behavior and attendance problems is the Bedford Stuyvesant Restoration Corporation's Family Education Program at Intermediate School 55 in Brooklyn, New York.

Bilingual/Bicultural Programs

The variety of racial and cultural groups which comprise the United State's population demand effective use of bilingual and bicultural instructional approaches for maximum achievement by students whose language and culture are different from that of the mainstream of the American citizenry. Bilingual educational approaches allow students whose native language is other than English to assimilate into the educational process without needless loss of instructional time while remedial language courses are undertaken. Bicultural programs increase the ability of students whose culture is different from the majority of Americans to relate the school experience to their future career and social goals. Both approaches foster within the student a sense of self-worth, identity and respect for his native culture and/or language. The Council has observed successful bilingual and bicultural educational approaches in the Indian programs of St. Francis Indian School in St. Francis, South Dakota and the San Simon Elementary School in Sells, Arizona. Additionally, the Council observed effective Bilingual/bicultural approaches in the Bilingual Education Program in the Travis School of Dallas, Texas. Site visit report appears on page 59.

Program Evaluation

An integral component of any effective compensatory education program is its evaluation procedures. The effectiveness of program services cannot be determined, and necessary modifications to increase effectiveness undertaken, without a valid and systematic method of measuring the impacts of the services on the educational achievement rates of the children served. Such a system should be developed with the overall program design and coordinated with the program objectives and activities to be undertaken. Each student should receive such an evaluation as well as the program as a whole. Teacher and adminstrator record keeping should be well organized and developed for ease of documentations. Among the best evaluation systems the Council has observed are those employed by the Cognitively Oriented Prekindergarten Program (COPE) in Westchester, Pennsylvania. Site visit report appears on page 60.

Participation of Children in Nonpublic Schools

Local education agencies (LEAs) have developed management and financing procedures based upon the characteristics of the children attending its public schools. The provisins of ESEA Title I require LEA officials to include the nonpublic school sector of the district in its program management and service delivery activities. Nonpublic school representatives must have equitable participation in the design, assessment of needs and evaluation of the program. Eligible disadvantaged children enrolled in nonpublic elementary and secondary schools and their parents are to participate to the same extent in available services and parent council meetings as public school children and parents and receive comparable service.

The Council considers equitable participation of nonpublic school children essential to the operation of an effective Title I program. In the opinion of the Council procedures for delivering services to the nonpublic school child can be developed within Title I programs without compromising existing state or local laws limiting support of nonpublic institutions. The Council witnessed effective joint public and nonpublic participation such as in ESEA Title I activities at the Salpointe High School in Tucson, Arizona. Site visit report appears on page 35.

CONCLUSION

During the past activity year, the NACEDC conducted site visits to the states of Alabama, Arizona, Arkansas, California, Florida, Georgia, Kentucky, Mississippi, Maine, Rhode Island, New York, Tennessee and Puerto Rico. The site observations were made in local school districts which provided Council with firsthand local and state views on program effectiveness.

Of particular interest to the Council during this year of ESEA Title I reauthorization was the effectiveness of Title I program regulations in meeting the needs of rural and small school districts throughout the nation. Site visits were conducted to observe programs throughout the South and informal hearings were conducted in the New England area. From these experiences, the NACEDC prepared a special report on Rural Education. These reports are highlighted in the first section of the Site Visit Reports beginning on page.

The Council has prepared for this report year a special report on Indian Education. Site visits were conducted by the Council to Arizona and Florida. The objective of undertaing these observations was to increase its awareness of the types of federal educational programs utilized by these Indian populations for their educationally disadvantaged children. The information gathered and complete descriptions of the programs are incorporated into the NACEDC's 1978 Special Report on Indian Education, together with repots on other Indian sites visited in previous years. Contained in this report in the second section of the Site Visit Reports is a brief summary of the programs observed in Arizona and Florida.

An additional area of Council interest was the effectiveness of compensatory education programs in a bicultural school district. Bilingual and bicultural programs were observed in San Diego, California and Tucson, Arizona. These programs are highlighted in the third section of the Site Visit Reports.

Other programs observed include a parent involvement program in Bedford Stuyvesant, New York and compensatory education programs in Puerto Rico. These programs are highlighted.

Site Visit Report

PROGRAM TITLE:	East Alabama Regional Child Development Program
Location:	Anniston, Alabama
Duration:	1972 to present
Number Served:	The program serves approximately 1,369 children, with individual centers serving as few as 26 or as many as 170 children.
Age Range:	3 to 6 years
Ethnicity:	Black and White
Source of Funds:	Appalachian Regional Commission Title XX Local matching funds Parents who are able to pay on a sliding scale
Area Served:	Rural Alabama

Background Information

In 1972 the East Alabama Regional Planning and Development Commission initiated a comprehensive child development program in the EAC Regional System. The program was created to serve children from predominately single parent families, whose parent is either working or in a training program for employment. The program is currently operating 20 centers in 11 countries.

Program Characteristics

Objectives of Program:

The primary goal of the program is to provide quality child care services for single parent households. This service allows the parent to become employed or obtain the proper training for future employment. In addition, the program seeks to assure the proper nutritional requirements for each chld and any necessary health services. The program is also viewed as a positive activity to promote racial and socio-economic integration.

Activities of the Program:

The twenty centers in eleven counties of Alabama serve as few as 26 children and as many as 170. Children are from ages 3 to 6 years, with a few 2½ year olds. The parents are approximately 85% welfare recipients and 15% other low income families who pay according to a sliding fee scale. Educatonal activities are undertaken by the program's staff to bring the children to a skill level appropriate for their age group.

Staff size varies depending on the number of children served, and outside community aides and volunteers are recruited to provide additional personnel. There is little active parent involvement due to the nature of the services.

Council Member Comments and Observations

The State Commissioner of Urban Development is currently placing emphasis on construction rather than education projects. The Appalachian Regional Commission will not continue funding fur next year. EAC will be left with an 88% staff cost due to the currently debated 1974 Federal Day-care Regulations.

Adequate buses and transportation for the center's children is lacking due to funds.

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Site Visit Report

PROGRAM TITLE:	Cartersville-Bartow Community Chiid Development Center
Location:	Cartersville, Georgia
Duration:	1973 through present
Number Served:	50 children
Age Range:	6 months to 6 years
Ethnicity:	White and Black
Area Served:	Cartersville community (rural, north-western Georgia)
Source of Funds:	Title XX funding and community donations

Program Characteristics

Objectives of Program:

The program has component objectives based on the development of the child and his/her home environment. Each child is provided services to develop a positive self-concept, good health and age appropriate skills in language, physical and motor skills, self-help and intellectual skills. Families are assisted in effectively exercising their responsibilities to meet the needs of their children.

Activities of the Program:

The program is operated in the cafeteria section of an old elementary school in Cartersville. Facilities are available for separation of the younger children from those older. Playground facilities and food preparation facilities are also available on the premises.

The center is open approximately 260 days a year from 7:00 a.m. to 6:00 p.m. The children are instructed in the areas of basic life skills, self-help and social skills. They are given opportunities to develop in music, art and movement. Many readiness skills such as letters, sounds, and vocabulary buildings are emphasized. Field tripes are undertaken to foster the development of language in natural settings and to make learning a joyful experience.

The children are assessed with regard to age-appropriate skils at least once per month. If the child can perform the skill, the date is marked. If he cannot, the date when evaluaed is marked, and activities are planned to help the child develop this skill. In this manner, children are allowed to progress at their own speed and individualized teaching is encouraged.

The nutritional component of the program consists of two hot meals and two snacks. USDA funding has been secured and a variety of materials have been made available through the Child Nutrition Program as a result of this funding. The center's case aide works with the Department of Family and Children Services to insure that the families who are in need of food are aware of the food stamp program. This ensures continuity of nutritional meals both at the center and in the homes.

Children are screened for their medical and dental needs. After screening, their medical and dental needs are assessed and follow-up treatment is obtained by the case aid through existing services in the area or through specialists elsewhere.

All parents of the children attending the center are automatically members of the policy advisory committee and have input into the board's administration of the center. The board consists of eleven members elected by the parents. Additional community involvement is available from civic clubs and private citizens in the local area. Many different community organizations have donated funds to the center for upgrading of the services.

Council Member Comments and Observations

The program is now four years old and assured of a stable financial operation for the next few years. The community is supportive of the program and realize the importance of preschool educational activities to children's future success in elementary school. There are monthly meetings of parents and teachers, during which time the parent follow-up activities for the home are discussed.

Approximately 25% of the attending children have hearing or speech problems. This is primarily the result of a poor home environment. The center has the services of a speech therapist on a part-time basis and the regular teachers are trained in the specialized treatments necessary to overcome the problems identified by the therapist.

The formal plans by the Georgia Department of Education to institute kindergarten programs within the state over the next four years will significantly increase the ability of the program to reach more children below the age of five and reduce the likelihood of this younger age group developing physical, mental or environmental roadblocks to full educational growth.

Contact Person

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Site Visit Report

PROGRAM TITLE:	Cherokee and Haralson County ARC/DHR Kindergarten Programs
Location:	Selected elementary schools in the Cherokee and Haralson counties of Georgia.
Duration:	February 1977–June 1977 (start-up period) September 1977–June 1978 (planned program year)
Number Served:	The Cherokee program serves a total of 49 children The Haralson program serves a total of 80 children
Grade Range:	Kindergarten
Ethnicity:	Black and White
Area Served:	Rural northern Georgia
Source of Funds:	Georgia Department of Human Resources/ Appalachian Regional Commission

Background Information:

Congress authorized the creation of the Appalachian Regional Commission as a unique federa-state partnership through enactment of the Appalachian Regional Development Act in 1965. The special problems of Appalachia in infant mortality, retardation and early childhood care generally stimulated the creation of the Child Development Program in 1969. This program provided for planning, gathering resources and implementing programs for the 0-6 year old age group, including a comprehensive approach to early health, social nutritional and educational services. Evident needs existed: (a) a planning mechanism at the state level; (b) comprehensive services focused on preschool years; (c) innovative demonstration programs having some impact on the development of other programs in the state; (d) plans that considered how projects would be funded in the future; and (e) identification of other "bridging" funds.

States currently receive a single allocation of ARC funds for non-highway programs; this process makes considerable demands on the development of state and subregional investment plans across a multiplicity of economic and human services. The noncategorical funding of ARC monies has fostered the development and demonstration of many innovative programs and methods.

Program Characteristics

Objectives of Program:

The long range goals of the project are as follows:

a) Prepare children for first grade with age appropriate skills.
b) Provide to extent possible for child's overall health needs.
c) Provide for early identification and prevention of mental health problems.
d) Encourage families to be involved with their child's education and effectively utilize community resources.

Activities of the Program:

The ARC supported kindergarten programs are one of the few educationally and socially oriented preschool programs available for residents. The programs are designed to provide the necessary social adjustment experiences necessary for the structured atmosphere of the first grade elementary school program. Approximately 75% of the kindergarten age children attend the ARC program or others operated by CETA or state funds.

Planning for the implementation of each district's kindergarten project included prospective parents and agency personnel. Representatives from the Georgia Department of Human Resources child health unit, Licensing District coordinators, social services, contract services, mental health, the North Georgia and Coosa Valley Area Planning and Development Centers, the State Department of Education and the Southern Regional Education Board participated in a state-level committee to advise and coordinate services for the preschool projects. The school district boards are the contracting agencies with DHR/ARC for the kindergarten projects. Generally, the person responsible for the execution of the program and the objectives set forth in the proposal is the systems curriculum director.

Kindergarten projects are located within the elementary school buildings. Each child receives a preentry physical and appropriate state health agencies coordinate with program educational staff to provide the medical and dental services identified as necessary. Parents of participating students are encouraged to interact with the program staff to receive training regarding the educational and physical needs of their children and services and activities necessary to foster child development.

The Cherokee county program employs two full-time teachers and two aides in its projects. A part-time parent coordinator is provided by the school system to carry out social services and health components. The Haralson county program employs three teachers and three assistants. It also has a parent coordinator available for health and social service components.

Policy Advisory Councils are formed for each ARC kindergarten program. Their purpose is to establish policies and procedures in conjunction with the school district and the Department of Human Resources relative to program administration and operation. At least 51% of parents of children enrolled in the project must be represented on the Policy Advisory Council. Other parents may be members, as well as representatives from the Georgia Department of Health, the school district, universities and colleges, mental health, civic groups, governmental units and other appropriate sources.

Council Member Comments and Observations

The Council members visiting the site noted that each chld in the preschool programs were provided a thorough physical upon entrance, and health service provided where necessary. The children eligible are selected on the basis of low income and transportation is provided for those requiring such service. The counties have Title XX, Outreach and other child development projects.

Among the physical problems most often occurring are dental problems. There are not dental facilities near the program sites, so children must be transported to other areas to receive this service. Medicaid is not too effective for the residents of this area, and doctors are often reluctant to treat such poor patients. The children attending the normal schools within the counties visited do not receive adequate health services. This condition emphasizes the importance of participation in this comprehensive program to meet such needs at an early age. Program operators would not like to see restrictions on the use of funds for supportive services because they have few resources for health needs.

The Council members were pleased to note that the ARC kindergarten programs will have built in program evaluation components to identify the gains made through the services. Additionally, the Governor of Georgia has planned a four-year phase in regular kindergarten programs in every school district in Georgia beginning in the Fall of 1977.

The student population of this area in Georgia is increasing at a very high rate. The new highway construction through this area will make access to Atlanta and other industrial areas easier and encourage more residents to settle in these counties. There is a need for more classroom space and equipment for the counties' schools. Also administrative personnel require additional training and specialization to meet the growing needs of this area.

Contact Person

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Site Visit Report

PROGRAM TITLE:	Choctaw Family Education Program
Location:	Philadelphia, Mississippi
Duration:	1974 through present
Number Served:	Off reservation, home visit program with varying numbers children, depending on family size.
Ethnicity:	American Indian
Source of Funding:	Currently 25% Tribal Council, Health Department and 75% Appalachian Regional Commission
Area Served:	Rural area outside of reservation near Philadelphia, Mississippi.

Program Characteristics

Objectives of Program:

To provide assistance and training to parents for meeting the health and social service needs of their children within the home.

Activities of the Program:

The program is a home-based child and family education program serving Indian families that live outside of the reservation area. Eligibility is determined by family need. It is primarily a health oriented activity because of the severe health, nutritional and social services needed by the participating families. The program incorporates the health oriented Dorsey Education Model in its operations.

The staff will often work with the children in the family while the parents watch and learn. In this way confidence and understanding are fostered. There is a program director, whose primary expertise is in public health. Two home visitor, who speak Choctaw, are assigned to carry out the home based education activities.

Council Member Comments and Observations

The program will be funded 100% by the Tribal Council Health Department beginning in FY 1978-79.

Many of the Indians do not feel the public schools are beneficial to their children and hestitated to enroll their children in school. Parents were initially very hesitant to participate in the family education project, but after a few months of getting to know the home visitor, they accepted the guidance and advice.

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Site Visit Report

PROGRAM TITLE:	Rural Kemper Child Development Center
Location:	DeKalb, Mississippi
Duration:	1975 through present
Number Served:	45 children
Age Range:	6 months to 6 years
Ethnicity:	Three quarters minority children
Source of Funding:	75-76 matching grant; Appalachian Regional Commission provided 75% ESEA Title XX funds were 25%

Program Characteristics

Objectives of Program:

To provide the educational, health and social services necessary for eligible children to adequately acquire the age appropriate skills and social adjustment characteristics necessary for entrance into first grade.

Activities of the Program:

The Rural Kemper Child Development Center (KCDC) has 45 children enrolled, most of whom attend free of charge. A few fees are paid which amount to a total of $180 per month. Title XX fee scale is used to determine amounts for those required to pay tuition. Free attendance is determined by the welfare department. As there is not kindergarten programs in the state of Mississippi, this program is a popular one. There are 35 children on the project's waiting list at the present time. Although there is a Head Start program in the area, most parents need full-day care for their children. The project provides some clothes for the most needy children. The washer and dryer were in constant use and the children are bathed daily.

The facility was an old barrack-type building. The ARC does not provide for the building of facilities in its programs. The staff felt that finding adequate facilities in rural areas was a major program concern, however, the building was adequate for the children but it did not meet the staff's needs (i.e., office space, storage area, meeting room).

The program meets the Federal Interagency Day Care Standard. The staff to child ratio is approximately 1 to 3. The program is also making use of CETA funds for extra employees during the Summer months. Most of the teachers have had some college preparation, however none had a college degree. Salaries are $4,500 per year for teachers.

All of the parents of attending children either work or attend school. The project director indicated that there is very little parent involvement and only a small amount of community support.

Council Member Comments and Observations

The main concerns of the program staff are the cutbacks in funding. For fiscal year 1977-78, the social worker has been cut back from full-time to part-time. The cook position is no longer in existence and there will be no custodial services.

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Site Visit Report

PROGRAM TITLE:	Kentucky Youth Research Center, Inc.
Location:	Frankfort, Kentucky–Headquarters Sites visited in Breathitt and Perry Counties
Duration:	Summer months
Number Served:	Approximately 25 in each program site
Age Range:	3 to 5 years
Ethnicity:	White
Area Served:	Appalachian Region of eastern Kentucky
Source of Funding:	Appalachian Regional Commission Title XX Some private funding

Program Characteristics

Objectives of Program:

To provide participating children with nutritional and health aspects of child development as well as pre-school learning and social activities.

Activities of the Program:

In 1962, the Kentucky Youth Research Center, Inc. was established as a private nonprofit corporation to provide a vehicle for programs of research, demonstration, and training in the area of children and youth services. Since that time, the Kentucky Youth Research Center, Inc. has invested an estimated 7.5 million man hours and $25,000,000 in 14 Eastern Kentucky counties.

Since 1974, the Kentucky Youth Research Center, Inc. has been the vehicle for contract services in an additional eight Eastern Kentucky counties. During this same period of time, the recipients of service have made contributions of goods, services, and cash of approximately $500,000 a year.

These statements carry a great deal of meaning for those familiar with the area. The total population of the service area is less than 500,000 peoples. The area is marked by isolation and poverty. The mean per capita income is $1,892 compared with a national average of $4,041; 45% of all the families exist on incomes less than the poverty level.

The Kentucky Youth Research Center staff are, for the most part, indigenous to the area. Of the 343 employees, 30 carry professional status and the remainder are indigenous paraprofessionals. Consistent with its philosophy of self-help, the Kentucky Youth Research Center has hired the unskilled and undereducated and provided a combination of formal, on-the-job and in-house training for both staff and recipients. Many of these persons came to the agency with no previous work experience and after receiving experience in this agency as well as the training it offers, went on to better jobs in the community.

Using some 60 child development centers serving 2,000 children as the nucleus, staff works with both children and parents to provide service. Educational development transcends the barrier of the center as parents work right along with staff to provide individualized educational experiences fo the children. Parents learn along with the child to deal with basic concepts of colors, math, language and science. Care is given to the socialization, nutritional, physical and emotional growth of the child. Special children with handicapping conditions are mainstreamed into the program.

Within the home, as well as in the center, the process is reinforced. Health Educators, Speech Aides, Health/Social Service Aides, and Family Workers help the family seek financial assistance, training for jobs, budget building, health education, menu planning, homemaking skills, and counseling. All these things reinforce the positive center experiences within the homes.

Parents volunteer in the centers and participate both at the center level in planning program activities and at the top agency level in making decisions on hiring, dismissals, budget approval, and recommending policies and procedures.

While center and in-home services are the major thrusts of the Kentucky Youth Research Center, they are not the only ones. A scarcity of health professionals and resources resulting in tremendous needs for health services also mark the area. To alleviate these problems, the Kentucky Youth Research Center has a health unit which provides mobile services in the areas of dental screening and treatment, medical screening, health hygiene and education, remedial speech and language services, nutritional services, and special education.

Recently, the Kentucky Youth Research Center has become involved with communities wanting child development services for middle/upper income and working parent families. This service develops as the community determines the need and defines its goal. The Kentucky Youth Research Center provides the technical assistance and training to aid in this community development.

The scope of services offered by the Kentucky Youth Research Center and the extent to which the quality of these services has been recognized nationally is great–but so are the problems.

The obvious and most common problem is money. During a period of rapidly rising prices, agency funds (federal) have been either frozen at the previous years' level or increased only a fraction (1-5%) of the increase in the cost of living.

Reduction of spending threatens the direct services rendered to approximately 50% of the families. It also threatens health services, homemaker/family worker services as well as the long range community development.

Current funds carry burdens that could be rechanneled to direct services. Rented facilities, utilities, and renovations carry a $250,000 burden annually. The existing fleet of 60 vehicles support the delivery of services in the most isolated areas. Because of the lack of in-house maintenance system, the aency of forced to pay grossly inflated prices for maintenance where no other resource is available. All too often, the agency does not and/or cannot get service. This compounds the administrative and budgetary burden of planning for ultimate replacements for vehicles. Staff training and development funds have been eliminated.

These are only the problems the Kentucky Youth Research Center encounters in trying to maintain present services. Further frustration is experienced by the agency in the areas where minimal services are offered and where there is still an unmet need.

Council Member Comments and Observations

When the ARC funding is terminated (the program calls for project funding only over a limited number of years, three or five), KYRC will attempt to continue the child development projects on a per-child cost of $27.50 per week without transportation and $30.00 per week with transportation. To underwrite these costs, they will depend upon parental support, some Title XX funds, and contributions from the private sector.

The majority of the paid and volunteer staffs were local residents. The aggravation of aftereffects of early childhood illnesses (e.g., untreated ear infections in early childhood because of the unavailability of proper medical services results in hearing loss, bad speech habits, and frequently retarded learning ability) are a major social concern in this area.

Some idea of the condition of the 14 counties of eastern Kentucky can be realized from the fact that there is a population of less than 500,000 located in those rural areas. Therefore, life in the area is identified by isolation and poverty. It was pointed out to us that the income per capita averages less than 40 percent of the national (for 1976, $1,892 as compared to $5,041 national average). Also 45% of all the families who live in those counties are below poverty level.

The health care needs of pre-school children is and should be a primary objective of the services rendered by KYRC. The Federal Government should be alert to and reinforce programs which can assist in curtailing early childhood ailments which untreated can have far-reaching handicaping effects.

Parental involvement in the projects is a noteworthy and effective feature. Not only are the parents reinforced in the relationship and role they have with their children, but they also have an opportunity for learning and for some economic assistance when employed.

Contact Person

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Site Visit Report

PROGRAM TITLE:	027 General Education–Remedial/Development (Summer)
Location:	Pine Bluff, Arkansas
Duration:	6 week summer course
Number Served:	5 to 600
Grade Range:	Grades 1 through 9
Ethnicity:	Mixed
Area Served:	Pine Bluff Independent School District
Source of Funding:	Title I

Program Characteristics

Objectives of Program:

Students in grades 1-6 were selected on the basis of standardized test scores (below the 30th percentile on national test norms) and by the recommendation of school teachers to help increase their academic base so that they are better able to successfully participate in regular classes for the coming school year. In the secondary schools, students with one or more failing grades at the end of the year and recommended by the counselor or who are two years or more below grade level by standardized tests are invited to participate.

In the elementary grades students will hopefully raise their academic base in reading, language arts, and mathematics by 1.5 months in each of the four basic skill areas of English, mathematics, science and social studies.

Activities of the Program:

In the elementary grades, 75% of the day will be spent in reading and language arts activities and 30% in mathematics. There will be individual instruction in self-contained classrooms equipped with a variety of instructional materials. Evaluation of the students will be accomplished by pre and post test (CAT-70). The results will be monitored by a supervisor of Title I. There will be files kept on each student consisting of student's profile sheet, test scores and progress in the basic skills and number facts.

In the secondary grades there will be departmentalization with participatns assigned to classrooms, depending upon grade and individual needs. Individualized instruction in the four basic areas will be utilized. An assortment of remedial materials will be used so that the ordinary school book type learning will not detract from the attractiveness of the program.

The instructional staff will consist of around 70 in total. Each teacher will have an aid to assist with non-teaching chores. There will be no more than a 12:1 ratio in each class.

There is no specific parent involvement, although they are invited to attend and become more familiar with the program.

Contact Person

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Site Visit Report

PROGRAM TITLE:	Clinch-Powell Educational Cooperative
Location:	Tazewell, Tennessee
Number Served:	Approximately 600 children from 400 families
Age Rang	
Number Served:	Approximately 600 children from 400 families
Age Range:	4-5 years with affects on younger children in the family
Ethnicity:	White
Source of Funds:	Title XX (with exception of Hancock county) Regional funds
Area Served:	Four counties in northern Tennessee Clayborn, Campbell, Hancock and Union

Background Information

The State of Tennessee has legislation which allows cooperatives as part of the school system. The proposal was written originally based on findings by the Appalachian Laboratories with service for young children as a top priority. After the phase-out of the original project, the Clinch-Powell Educational Cooperative was one of six in the United States chosen to be funded by OCD under Title XX. This cooperative was formed based on a needs assessment, covering four counties (two of which have the lowest base in the county), and serves families whose residence in the Appalachian area dates back many generations.

Using a budget of ¾ million dollars, 50% from OCD and 50% from regional funds, it provides services and workshops in the eight southeastern states for an individually guided Education Project for a homebased Home-State Training Program with the entire region participating to get people into the field. The Office of Education participates with a Community Education Program similar to a community college, evaluators are used from the E. Tennessee University, and a program in metric education is just being funded. They have very good monitoring and have been operating on their own good track record.

This cooperative is made up of the Superintendent of Schools (elected), one School Board Member, one member of the State Department of Education, and one representative of an institution of higher learning.

Program Characteristics

Objectives of Program:

There are eight components of care involved in the Clinch-Powell Cooperative:

1. Nutrition
   - food checks
   - reeducation
   - nutritionist services
2. Counseling
   - aides
   - nurses
   - social service workers
3. Health Screening
   - interval updating
4. Transportation
   - support services
5. Preschool Handicapped
   - activities for special needs
   - some basic services
6. Satellite Programs
   - tuition pay for teachers in specialized education
   - BA's for certification
   - Master's program
7. Child Development Activity 0-2 years
   - Social service aide makes regular visits
8. Educational Component
   - mobile classrooms
   - paraprofessional home
   - television
   - materials

Activities of the Program:

The program uses small mobile classrooms for 5-7 children and larger ones for 17 children, as well as a home based service. Overall they serve approximately 600 children from 400 families. The home based training serves 220 families, requiring each family to have at least one child through four years of age and exhibit a need under Title XX eligibility guidelines.

The average home service worker is responsible for ten families, making scheduled visits to each for ½ day every week. During these visits the worker delivers materials and instructs each parent on how to use them for teaching the child during specified periods of time during the day. Since this program emphasizes the importance for parents to share time with their children each day, each family is required to have a non-working parent.

Parents are eager to learn more about what to do for their children and the regional groups have 80% participation. The vans are also used to pick up and bring together the parents for group discussions and training in churches, banks or other available buildings. Parents are also encouraged to continue with their own education and some have now achieved their General Education Diploma.

Council Member Comments and Observations

The Clinch-Powell Educational Cooperative appears to be doing an excellent service locally and to the Southeastern region. However, more information on the use of the instruction provided to other states would be needed before an evaluation could be made. The program base is well directed and the personnel knowledgeable, capable and concerned. The far reaching results have not been made available for determination of the program's total effectiveness.

There is excellent cooperation with the school system, the community and the higher educational institutions. Many individual children have benefited and the family as a whole is also affected positively. The program is tailored to meet the needs of families living in rural areas where central centers are available.

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Summary of Site visits to Indian Education Programs in Arizona

The Pima and Papago Indian Reservations are large territories of arid land in the central and southern regions of Arizona. Its schools are supported through private sources, local school districts, or by the Department of Interior's Bureau of Indian Affairs. The residents of these reservations have traditionally experienced educational underachievement, high unemployment and poor housing. Many of the residents live in isolated villages throughout the territories. Schools serving their children must be keenly aware of the needs of bilingual and bicultural instructional techniques, student transportation, boarding facilities, and compensatory instructional programs. Below is a review of these sites:

The *Santa Rosa Boarding School* is located on the Papago Indian Reservation in Arizona. The school serves approximately 542 American Indian students from kindergarten through the eighth grade. The school is funded under the Bureau of Indian Affairs (BIA), with ESEA, Title I services. The building complex is new with facilities for both day and boarding students. It is equipped with extensive physical education and educational laboratory facilities as well as modern music, library and study accommodations. Many of the students board at the school during the week and return to their homes on weekends. The number of students commuting is expected to expand greatly during the next school year. (From the present number of 160 to 320 students.)

The Title I reading program is built around the Distar reading instruction program and the Title I classes employ a full-time teacher and an instructional aide. Students receive approximately five (5) hours of compensatory instruction weekly and their instruction is designed to meet individual needs.

The *San Simon School* is located on the Papago Indian Reservation in Arizona and serves approximately 214 American Indian students in kindergarten through the sixth grade. The school is funded by BIA, with supplemental ESEA, Title I and Title VII services. The school currently provides educational opportunities for chidren thru the sixth grade, but anticipate expanding to the eighth grade by the next school year. The school has adopted for its compensatory instruction a pilot program which was first implemented in Grant's Pass, Oregon. This program provided a Title I outline for reading, mathematics and language arts remedial programs, from which more locally responsive services were developed. The strength of this program is that it does not unnecessarily require instruction that does not aid in meeting the prescribed sequence of skills.

The BIA funding for the school has annually increased, allowing exclusive use of Title I funds for supplementary instructional personnel. Extensive use is made of bilingual Indian instructional aides who work closely with the students in their development of the English language.

The *Santa Rosa Ranch School* is located on the Papago Indian Reservation in Arizona. The school enrollment is approximately 30 children, ten (10) of which are severely handicapped. Grades served are kindergarten through the fifth. The school services are funded under the BIA, with additional resources from ESEA, Title I, and the Handicapped Act. It has an individual community school board and parent advisory council.

Compensatory education services are offered in reading, mathematics, language arts and sciences. Individual educatinal plans are developed for each student.

The ten handicapped children attend this combination day and boarding school. These children previously have had limited access to organized educational programs because of physical dysfunctions, limited learning capacities, or a combination thereof. The general objective for these children is an academic growth rate of at least five (5) months overall in core curriculum areas and physical and tutorial therapy services as needed. These children are mainstreamed with other children at the project site in all non-academic areas in an effort to foster self-confidence in the exceptional child in dealing with peers in a more realistic setting.

The school compound contains the two classroom facility, playground areas, and two ranch style homes occupied by the Principal/Project Director and participants in the "Education Unlimited," handicapped education program. The school is located at the edge of the Santa Rosa Village which allows project participants to interact with other Papago people.

Title I parent advisory council and advisory school board act as counsel for staff to ensure proper input in dealing with students. Both groups make regular visits to the school andparticipate in all aspects of the school's actvities.

The *Baboquivari Junior High School* is located on the Papago Indian Reservation in Sells, Arizona. It serves approximately 300 American Indian students. Local funding, Title I, Title VII and Title IVB of the Indian Education Act are the funding sources. The school is part of the Indian Oasis School District No. 40 which covers an area of two million square acres—all of the reservation that is in Pima County. Chldren come from as far as 57 miles to attend this school. Basically, the Indian Oasis School District No. 40 is an elementary school allowing high school subjects to be taught. This has placed heavy financial burdens on the school as it must operate on an elementary school budget. Efforts are, however, being undertaken to develop a recognized high school district for the area and to construct facilities for the high school education of approximately 400 students. The new school would be built in Sells with federal funds but would be a public school and a part of the state and county system.

The school offers Title I to only about 40 percent of the 80 percent of total enrollment eligible for services due to a lack of resources. Primarily it is a remedial reading program. Additionally, the school has ESEA, Title VII, Bilingual education programs which are sponsored under Title IVB of the Indian Education Act.

The *Saint Johns Elementary School* is located in Gila

Crossing, Arizona and serves American Indian children in grades 1 through 6. The school is supported with private funds and ESEA Title I. It is a parochial school operated by the Catholic Church. Located just off the Pima Indian reservation, the complex was built in 1900, and consists of several large buildings. In recent years the enrollment has declined and the building for high school students is now unoccupied.

The pupil/teacher ratio is quite high, with only three classrooms and a library. The Title I supplementary services are provided by two Title I teachers in a small separate room.

This school is experiencing a drastic decline in enrollment as more public schools become available on the reservation. There is emphasis in the classes on Indian cultural heritage and the native arts.

The *Gila Crossing School* is located on the Pima Indian Reservation in the northwest section of Gila, Arizona. It provides educational services to American Indian children from preschool through grade five. Its services are funded by BIA and Title I. The complex consists of several small administrative offices and approximately six classrooms. The gymnasium, located in the main building, doubles as the school cafeteria. Two mobile classrooms adjacent to the main building serve as a supply and resource center and for educating retarded children.

The educational curriculum consists of a Headstart Program and elementary grades kindergarten through 5. There is a Title I program for all grade levels, with Title I teachers providing individual supplemental instruction. There is little language difficulty, as all the students speak English. The Indian-staff personnel of the school is 85% for teachers and 100% for teacher aides.

Transportation to and from school is a major problem. Students travel great distances. Additionally, there is a need for increasing the cultural instruction area. A science program is provided for the enrichment of all students, even in the very early grades.

The *Phoenix Indian Boarding School* located in Phoenix, Arizona serves approximately 700 American Indian students in grades kindergarten through the Twelfth grade. The school is funded through the BIA. It is a coeducational school operated by the Bureau and its students must be at least one-fourth Indian and from a recognized tribe. The educational program is designed to address the special needs of students who do not have local access to public education or have experienced social adjustment problems in the local schools. The students are from areas in Arizona, Utah, Nevada and California. They represent the Hopi, Pima, Papago and Apache tribes.

The curriculum is designed to meet the special educational needs of the low achiever. Compensatory instruction is offered to all grade school students and the lower level of high school students. Discipline and social adjustment problems among students are high, with overall educational attainment of only 5.5 years through ninth grade and 8.2 years through twelfth grade. The high school curriculum offers both vocational and technical instruction. Only 15 to 20 percent of the students go on to higher education after graduation.

Extensive in-house research has been conducted by the school's administration to identify methods of reducing the dropout rate and reducing discipline problems. Basically, the research has shown a need for more interscholastic athletic programs to develop a competitive spirit; greater curriculum focus on pupil interests; more effective instructional personnel; and, improved hiring practices.

The identification and selection of quality instructors, who have a genuine interest in Indian culture and needs, is complicated by Civil Service hiring procedures. Additionally, the obtainment of equipment is dependent upon the services provided by Government Service Administration's contractors. Both of these practices would be more effective if local control were instituted.

Members of the Council visiting the site were concerned over the extensive dropout rates and the procedures for hiring instructional staff and acquiring equipment. It is their conclusion that the program could be much more effective in meeting the needs of its Indian students if local control were strengthened.

The Educational Programs serving *Seminole Indian children in Hollywood and on the Big Cypress Indian Reservation,* located in central Florida are provided by BIA, local school districts, Title I and Title VII.

There are approximately 400 Seminole residents on the Hollywood Reservation. Twenty-nine of the school age children are out of state and in a boarding school with the remainder attending reservation schools.

On the Big Cypress Reservation school there is an enrollment of 65 students. In addition to the regular curriculum, both ESEA Title I and Title VII supplemental services are provided. There are three classrooms in a very roomy building. Grades 1-4 consist of a single teacher and two bilingual aides. Many of the children do not speak fluent English. Grades 5 thru 8 have one teacher and one aide. There is a Head Start program with one teacher and an aide. All aides are salaried with Title I funds, and all students receive Title I instruction.

The Title VII program has a director, counselor, specialist, aide, part-time artist and elders of the tribe with special skills who are paid. The program is culturally oriented and works closely with the Title I personnel. Primary focus is on native legends, work at native crafts, music and dancing programs. All are conducted in a bilingual instructional approach. There is an active parent advisory council which works with the Title I and Title VII programs.

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Site Visit Report

PROGRAM TITLE:	Indian Education
Location:	Cholla High School, Tucson, Arizona
Number Served:	1,002 students in 100 schools
Grade Range:	Kindergarten through 12
Ethnicity:	American Indians Nonenglish Speaking Students
Source of Funding:	ESEA, Title I, Title VII, Title IVA

Program Description:

Title IVA–Johnson O'Malley

This program is in conjunction with parents of Indian students and is an outreach program which serves all studets identified in the school district. It includes informal counseling for teachers, students, and parents. It provides cultural activities and tutoring. The major objective of the program is to increase the students' interest in learning and motivate them to succeed in their studies. Students in the program acquire the skills, attitudes and knowledge necessary for either continuation to higher education and/or employment following graduation. The program also attempts to close the gap between the Indian cultural traditions among public school personnel and with nonIndian students and among other Indian students.

Counseling techniques are implemented in coordination with district counseling staff. Personnel are hired and trained to serve as tutors. One of the unique features of this program is the Youth Leadership Seminars designed for high school students. These seminars are designed to develop leadership qualities and skills of Indian students, positive direction toward the growth of self-image, and a structure for becoming aware of and using these characteristics in both the Indian and the general community activities.

ESEA, Title VII

The program is mainly designed to provide educational services to students who are proficient in English. The program is implemented in eight schools and provides services to approximately 960 students. It is designed to meet the following objectives: (1) develop proficiency in listening, comprehension, reading, writing and speaking of the English and Spanish languages; (2) develop proficiency in subject matter concept development in Spanish and English; (3) develop greater awareness and appreciation for cultural and historical relationships among Mexican-American, Blacks, Anglos, Orientals and Indians; (4) involve parents and members of the community in planning the development and implementation of bilingual education; and (5) establish a continuous systematic staff development program for participating personnel.

Activities undertaken to achieve the program's objective include video tapes use for communication skills, implementation of total bilingual-multicultural models, and instruction in language arts, history, mathematics, science, folkloricos, and arts. High school students participate in bilingual language and business instruction. The evaluation design allows for assessing progress in the achievement of stated objectives through the use of criterion-referenced tests and appropriate management assessment techniques.

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Site Visit Report

PROGRAM TITLE:	Title I–Reading/Language Extended Services (Comprehensive Services)
Location:	Missionview Elementary School, Tucson, Arizona
Number Served:	440
Grade Range:	Fourth through sixth
Ethnicity:	
Area Served:	Target Population
Source of Fundings:	Title I

Program Description

This program is administered in 13 elementary schools in the District. It consists of reading and language, resource teachers providing supplementary services to children needing improvement in their basic skills. The teachers work with students in very small groups. Teacher aides are available where the number of children need added services.

Substantive participation of the parents in the educational program is most noteworthy. Also observed was a definite ease and openness on the part of the children; this undoubtedly would be due to the presence of the home in the person of the parents within the school. It also reinforced a positive relation to exist between the home and the school. The parents in a special meeting with the Advisory Council members mentioned that additional funds were needed to provide personnel rather than instructional equipment and materials, of which they felt they had plenty.

It was quite observable that the school personnel had a definitely positive attitude toward parental involvement; the parents also reflected this same judgement.

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Site Visit Report

PROGRAM TITLE:	Follow Through Program
Location:	Ochoa Elementary School
Grade Range:	Kindergarten through third grade
Ethnicity:	Racially mixed
Area Served:	Urban
Source of Funding:	Local and federal Economic Opportunity Act (Follow Through) funding

Program Description

Follow Through, a program designed for children in the early primary grades, was funded under the Economic Opportunity Act. It provided a special program of instruction as well as support services of medical, dental, nutrition, social and psychological services as a means of sustaining the pattern of early gains that children had made by attending a full year of Head Start or similar pre-school programs.

Nationwide, twenty sponsors are now working with one or more communities to implement an innovative educational program for young children.

Ochoa Follow Through, Tucson District No. 1, is patterned after the Early Education Model, and is one of the 19 projects sponsored nationwide by the Arizona Center for Educational Research and Development, College of Education, University of Arizona. Focusing on children from kindergarten through grade three, Ochoa Follow Through offers a comprehensive program of instruction, psychological services and parent involvement as well as medical dental and nutritional services.

Instructional Goals:

The Ochoa Follow Through program has four major curriculum goals;

1. To help each child develop a language base
2. To help each child develop a motivational base for learning
3. To help each child develop his intellectual abilities
4. To help each child develop his societal arts and skills

Activities in the classroom become vehicles for interrelating or orchestrating the goal areas. Each of the goal areas is interwoven into the daily activities to provide a learning environment which helps the child develop academically, physically, emotionally, and socially.

Program Activities

Each classroom undertaking the Follow Through program has a full-time teacher and teacher's aide. Additionally there are program assistants and volunteers to assist with the children. The teaching team assesses the needs of the children individually by observing language and behaviors, noting interests and styles of learning, and planning new activities. Learning environments are organized to meet individual needs of each child with specific roles for teachers and other adults.

Parent Advisory Committee

Parents of participating children are actively involved in all phases of the program. Specifically, parents are involved in the classrooms both as aides and to learn and share information about their chld. Parents, as members of the Policy Advisory Committee recommend school personnel for employment in the program and review curriculum content and method. They are encouraged to share their culture and customs with the teaching staff to familiarize teaching personnel with their ethnic background and design learning materials from their community.

Additional Components

The psychological services of the psychologist include working with children, parents and teachers to identify learning needs and improve learning and social relationships. Joint planning and collaboration with the teaching team and parents focuses upon individual needs of the children.

The nutrition program is designed to serve both the physical and social needs of children. Breakfast, lunch, snack and cooking and tasting experiences are provided by the Follow Through program.

The health component of Follow Through provides for physical and dental examinations and follow-up care. An active preventative dental care program has been instrumental in reducing the amount of needed dental care.

Evaluation Techniques

The Ochoa Follow Through program has focused on the collection and interpretation of both formal and informal test data. Year by year information includes informal test assessments, preschool inventory, Peabody Readiness Test (kindergarten), the Metropolitan Achievement Test (first grade), the Stanford Achievement Test (third grade).

Council Observations

The Ochoa Follow Through Program served a high percentage of Spanish Speaking Children. The observing Council members were pleased to note the extensive use of bilingual teachers and aides, to facilitate the child's adaptation of English. The attending members reviewed the individual records maintained on the achievement gains and activities undertaken by each child and considered their ongoing planning and evaluation activities essential to the program's success.

In a special meeting with the parents involved with the Ochoa program, the members were very impressed with both the overall understanding of the PAC members of the activities and objectives of the program and their organizational structure. The members of the PAC described in detail for the Council their procedures for reviewing the various classroom programs and their individual involvement with the teaching staff serving their child.

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Site Visit Report

PROGRAM TITLE:	Follow Through Program
Location:	Tully Elementary School, Tucson, Arizona
Grade Range:	Kindergarten through third grade
Number of Children Served:	100
Ethnicity:	Mixed
Area Served:	Urban
Source of Funding:	Local and Federal Economic Opportunity Act (Follow Through) funding

Program Description

The Parent Implemented Follow Through Project is designed to meet the physical, psychological, social, nutritinal and educational needs of participating children. The major emphasis of the project is the need to enlist parents in a team process approach, with their children, the school, and the community in the learning process. In an effort to maximize quantitatively and qualitatively the participation of parents, a three-fold structure is conceived as most conductive to parent participation. The three-fold structure used is parent classroom groups, school center parent advisory committees and the parent policy board.

Parent classroom groups are viewed as the foundation for parent participation. Presently, classroom groups serve as a major source for classroom volunteers, library volunteers, adult leaders, paid staff employees, home visitors, members of the PAC, members of the parent policy board, members of school communities and active parents in the school community. Each classroom in the Follow Through project forms a parent Classroom group. Classroom officers are elected to serve as conveners, hosts, and liaison persons between the classroom teacher, parent-teacher aides, and the remaining classroom parents of their respective classrooms. They also serve as spokesmen at the school center PAC, sharing the needs, interests and concerns of their classroom groups.

Major Program Objectives:

The major objectives of the project are to: (1) encourage the active participation of parents in the educational process; (2) develop the child's cognitive skills and enhance the chld's self-image; and, (3) utilize the resources of the home, school and community.

Instructional Activities:

Classroom instruction in the Follow Through project reflects the philosophy and guidelines as outlined in the Instructional Component. Teachers are providing environments to extend the range of pupil potentialities by grouping and by encouraging interest and needs clustering for skill instruction. Specific activities to achieve objectives include the following:

a. The implementation of innovative classroom instructional techniques and approaches.
b. The enlisting and utilization of parents as volunteers, resource persons, classroom officers, members of PAC and parent policy board and members of subcommittees.
c. The implementation of methods for enlisting and utilizing members of the community as resource persons for field and walking trips, community agencies, arts and classroom meeting leaders.
d. The development and application of methods for evaluation and use and dissemination of information.
e. Specialized training for parents, teachers and other project personnel.

Other Program Activities:

Nutritional services in the form of free breakfast and lunch are provided for all follow through children who are eligible. A nutrition education program assists parents in providing a balanced diet, as well as strengthening proper nutritional practices at home.

Social services are provided by a Project Services Advisory and four community representatives, one assigned to each school. They instruct parents about Follow Through, keep parents aware of the value of their participation in the education of their children, enlist their services for volunteer classroom work, keep them informed as to meeting dates and to enlist their help in planning parent meetings, secure information for them about social services, and assist thm in keeping appointments designed for helping children adjust to the home and school situations.

Attention to health problems and the involvement of parents in health instruction is the responsibility of the nurse. In addition, the interpersonal relationship which is made possible by parent conferences is resulting in giving parents more knowledge of agencies available to them for services.

Psychological services are of great assistance to children whose actions indicate frequent deviate behavior tendencies. It is believed that the learning of specific skills and a successful relationship to the classroom environment can more easily be obtained with professional help in developing interpersonal confidences and attitudes toward learning. The psychologist also works with parent groups in helping them learn more about the growth and development of children and more effective ways of working with their own children at home and at school.

Evaluation:

Evaluation centers around the Follow Through parent and child. The child's academic and socio-psychological progress are measured by both standardized tests and teacher observation. Parent participation and involvement are evaluated through records of parent-child contacts with Follow Through functions, volunteer hours and personal interviews with parents. The group strengths and weaknesses of the classroom instructional personnel are assessed through self-evaluation questionnaires which are regularly completed by teachers and parent-teacher aides.

Council Observations

The observing Council members were very impressed with the involvement of the parents of the children served by this project. It was pointed out to the members during interviews with the parents that over 16,611 volunteer hours were provided during the previous program year. The activities of the Follow Through classroom have impacted favorably on the activities of the parent with their child at home. Parents now feel they have the knowledge to assist their children in improving their achievement through home activities.

Additionally the Council members were interested in the wide range of administrative functions undertaken by the Parent Policy Board. The board interviews and recommends the retainment of the principal, teachers, aides and community representatives. They help write and review project applications, conduct review, and planning meetings once each month, review budget matters and plan further activities to stimulate additional parent participation.

The Council members noted the full feeling of cooperatin bewteen the classroom teachers and the parents. The parents felt that the teachers were one of the strongest sources for recruiting parent involvement within the project.

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Site Visit Report

PROGRAM TITLE:	Parent and Child Education (PACE) Title I Reading Program
Location:	Stafford Elementary School, Tucson, Arizona
Number Served:	
Grade Range:	Prekindergarten and grades 7-12
Ethnicity:	
Area Served:	Target Population
Source of Funding:	ESEA, Title I

Program Description

The PACE is a home and school based early intervention program for preschoolers and their parents, which is administered in eleven schools. Approximately 200 children are enrolled in the program. Twice a month parents are provided instruction in various skills and techniques for increasing the students learning.

The program provided a rich learning environment for students with emphasis on developing oral language, self-concept and social skills. There is a manifest strong parental support for this program which aids in re-inforcing the child's learning at home and at the school. The program has also aided in establishing an effective and meaningful relationship between school and home. Children in the program receive classroom activities for three hours a day and afternoon home visits are made by teacher aides. Workshops are also provided to help parents understand and work more effectively with their children. The staff hold monthly parent visits and workshops are conducted on a monthly basis for staff development for teachers and aides.

The program at the Stafford Junior High School provides instructional services to children in grades 7–12. It is being impelmented in seven schools serving a total of 1,210 students.

The major object of this program is to provide extra educational services to students identified as educationally disadvantaged readers. Individualized instruction is utilized and a variety of teaching techniques are used such as: direct reading-thinking activities, language experience, and context skill development.

The program provided at this school, particularly at the ninth grade level, was essentially different from that of other schools observed. Here the major thrust of the program was a "pull-out" operation. Its success is due to the individualized nature of the program. Furthermore, there is strong parental support for the program, as pointed out by parents.

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Site Visit Report

PROGRAM TITLE:	Title I Reading and Math Program
Location:	Sacaton Elementary School, Tucson, Arizona
Number Served:	
Grade Range:	Kindergarten through 8
Ethnicity:	American Indians
Area Served:	
Source of Funding:	Title I, Title VIIB, Title IVA, and USDA

Program Description

The Title I Program is a pullout program for reading and math instruction. Title VIIB Handicapped provides a physical therapist for the handicapped and a summer school. Title VII provides for oral language development in kindergarten through fourth grade.

A guidance counselor, registered nurse, an attendance counselor and classroom aides provide supplementary services. Title IV of the Indian Education Act provides specialists for reading and math and there is an active and unique physical education component. The PAC, which is elected, works well with school administrators.

The school is making progress but there still remains the many problems related to coordination of educational services.

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Site Visit Report

PROGRAM LOCATION:	Phoenix Elementary School District No. 1, Phoenix, Ariz.
Type of Program:	Extended Day Kindergarten
Population Served:	Low income Hispanic and Black
Number Served:	96 Kindergarten students
Source of Funds:	ESEA, Title I

Background:

The development of the program was based on a recognized need to change the failing attitudes and performances of children at an early education level. Through small teacher-pupil ratio, increased parental involvement and classroom hours, it was hoped that the children would experience a full day of success rather than a half day of failure. In January, 1977 this innovative program was implanted in five schools and served the 96 lowest achieving kindergarten children. Success was confirmed through testing at the end of the school year when these same 96 children scored as the highest achievers. The program is currently operating in the same five schools, and again serves the 96 lowest achieving kindergarten children.

Program Description

Twelve students receive instruction from a teacher and an aide, one or both of whom are hispanic speaking which provides bettern communication and enhances the child's ability to learn. Teacher aides are provided with in-service training as well as planned workshops throughout the year.

The twelve lowest achievers in each kindergarten are selected for the program. A teacher or aide then visits the parent or guardian and explains the program to them. Permission must be given and cooperation promised by agreeing to assist in the classroom or attend an evening workshop at least once a week. They may do both.

Each child is evaluated when he first starts the program and then re-evaluated at the end of the school year. His parent is advised of his progress throughout the year. The program contains a strong reinforcement of the child's self-confidence, valuable field trips in a varied program, and a tremendous enthusiasm on the part of the administrators, teachers and parents.

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Site Visit Report

PROGRAM TITLE:	ESEA Title I Secondary School Project
Location:	Salpointe Catholic High School, Tucson, Arizona
Number Served:	1,210 students
Grade Range:	7–12
Source of Funding:	ESEA Title I

Program Description

This project, operated in seven Jr. and Sr. High Schools, provides for the educationally disadvantaged children a concentrated educational program in reading, language arts, and English as a second language. Reading specialists provide overall student guidance and individualized instruction, with assistance from trained instructional aides. Additionally, there is a staff development component for the teaching of reading in the content areas.

The major objectives of the project are; (1) to provide supplementary educational services to students who have been identified as being educationally disadvantaged readers, (2) to provide English as a second language instruction to students whose predominant language is other than English. Activities to achieve these objectives include individualized instruction, small and/or large group instruction, and a variety of techniques such as the language experience approach.

Special features of the services are the E.S.L. component at the high school level, the staff development for content area reading component, and a parent involvement (PAC) component which has been implemented at each school site. The programs annual evaluation includes both norm-referenced and a criterion-referenced instrument given on a pre- and post-test basis.

Council Member Observations

The unique facet of this program is that it is totally integrated within the ongoing educational program of the students. The Title I services are provided to the student within his normal setting as well as on a tutorial or one-to-one basis in a counseling situation. This type of program is in contrast to the "pull-out" program which is generally employed.

The development of an active parent involvement component at the high school level is rather unique among compensatory education programs. Many of the parents were additionally involved in the districtwide PAC.

There is interest and need for a strong high school component relative to the adolescent. This is proper to the entire district.

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Site Visit Report

PROGRAM TITLE:	The Family Education Program at Intermediate School 55
Location:	Bedford Stuyvesant Area of Brooklyn, New York
Duration:	March 1974 through present
Ethnicity:	Black
Source of Funding:	A $20,248 Matching Grant from the Salgo-Noren Foundation

Description of Project

A testing of children in the Bedford Stuyvesant area indicated that approximately 78.5% or 45,543 elementary and intermediate school children were reading below the national norm and 80.6% or 46,761 were doing math below the national norm. As the children advanced from grade to grade, more and more would fall behind.

The Family education program is a demonstration and action program incorporating parent education with an existing teacher training program to raise achievement levels of intermediate school students at one school, I.S. 55, in Bedford Stuyvesant. Its ultimate goal is, by example and performance, to encourage the spread of this technique throughout the urban school system.

This project attempted to improve elementary education through (1) on-site teacher-training to help elementary and junior high school teachers develop high expectations of student performance and create individualized learning environments, combined with (2) a parent education program to enable parents to understand how to contribute to the learning process of their children and to develop criteria for judging good learning methods.

Study Objectives:

The parent involvement study attempted to answer the following questions about the inclusion of parents in the child's learning process;

1. Will the children of parents who participated in the educative process show more marked improvement in reading and math than the children of parents who did not participate?
2. What percent of the parents can be encouraged to participate in the education of their children and what is the best method of getting the parents to participate?
3. What is the correlation between academic achievement and each of the following factors: number of siblings in the family; student absenteeism; both parents working; parents too busy to help with schoolwork?
4. In testing the project's objectives, what else can we learn about the children, their teachers, the learning process, the measurement of their achievement, and the school?

Council Objectives and Activities

The National Advisory Council on the Education of Disadvantaged Children (NACEDC) maintains an ongoing Committee on Parent Involvement, which reports annually on areas of parent involvement which impact on the education of disadvantaged children. Members attending the Bedford Stuyvesant site discussed first hand with those conducting the study and parents the results of the first year of the project's activity. Through meetings with project personnel, school officials, parents and analysis of the report Council sought answers to the following questions:

1. Is there a correlation between student achievement and parent participation? What are the indicators of this correlation?
2. What methods are most effective in stimulating parent participation in the educational activities of their children?

During the visit, Council members discussed these issues with Mr. Charles Palms, Project Direcor, Mr. Percey Jenkins, Principal of I.S. 55, Mrs. Becky Taylor, Parent Coordinator, and many parents who were involved in the project.

Summary of Project Results

Student Performance:

In the 1974-75 school year, 326 students participated in th project. These students included 96 from the "Lab" sectins, considered in need of compensatory education, 57 fifth graders and 173 sixth graders.

Initially the students were divided into a control group, with no parent involvement, and the subject group, with parent involvement. It was subsequently noticed that some of the parents of children in the control group were attending school-wide parent events. Therefore, in order to increase the pool of participating parents, students were reclssified as those whose parents were participants or nonparticipants. That is, achievement measurements were made for those 326 students whose parents participated in I.S. 55 parent events and the students whose parents did not participate.

In the course of the study, on ly 208 students had both an October and June reading and math test. Of these, those whose parents participated averaged one- to four-tenths of a school year better than those than those whose parents did not participate. (Detailed analysis of testing methods and scores are available from the NACEDC office.

Although these test results were encouraging, the low number of students involved reduced the ability of the project staff to generalize on the probable impacts of parent involvement for all the school's children. Additionally, I.S. 55 has approximately a 68% student turnover rate per year, and longitudinal studies of the participating students is very difficult.

Parent Activities:

A total of seventeen parent events were held in the 1974-75 school year. 588 parents attended, as a total, events; however, only about 60 families were reached. To get the parents to attend the activities, the project hired a parent coordinator, subsequently increased to a team of individuals who met with parents in their homes. Buses were used to take parents to and from events for safety purposes. Additionally, workshops were held in the afternoon, and education fairs and game nights were held. In general, the project discovered that parents are more likely to attend events when:

1. Their children were involved in the event, and if they as parents could also be involved in the event; and,
2. The teachers and students did the parent recruiting as a team, with the class having the most parent representation winning $20 to buy cake, ice cream, and favors for a class party.

Council Comments and Observations

During the meeting with the project personnel and parents of participating students, the Council members identified many answers to the questions they had regarding parent involvement. The following listing highlights some of these findings.

1. Children of parents who participated often tried harder, because they knew their parents were interested in their education.
2. Parents who particpated learned more about the organization of the school, how and what their children were learning, and how to help their children learn at home.
3. There is a reduction of disciplinary problems among children whose parents are involved with the school.
4. Teacher absence decreased during the period of parent involvement.

When questioning parents about their thoughts on how to increase the amount of parental involvement in the school, the Council was given the following observations:

1. Parents must become aware that there is a problem in the school before they become involved.
2. Babysitting is not usually a valid reason for parents not attending meetings. They can get to events that they feel are important.

The Council made note of the difficulties under which the project operated. The area of Brooklyn was one of the poorest in the New York area. Large areas of vacant houses adjoin the school, increasing the likelihood of crime and vandalism. Of particular note was the fact that the school had a 68% student turnover rate per year, reducing the contiuity of instruction.

The parent coordinator discussed with Council members some of the underlying advantages of parental involvement with will not show up in reports, such as improvement in the self-concept of the parents, improved concern about the needs of the community in general and the effects of parents on the other instructional activities of the school.

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NACEDC Puerto Rico Site Visit Report

Members of the National Advisory Council on the Education of Disadvantaged Children conducted site observations and informal hearings on educational issues in Puerto Rico during February 22-24, 1978. Through school site visitations and interactions with educational officials, community representatives and parents of the commonwealth, the members sought to assess the effectiveness of ESEA Title I and other federal educational assistance programs serving the disadvantaged children of this single school district, commonwealth status area. Of major concern to the members was the appropriateness of federal laws and regulations governing such programs to the unique socioeconomic and cultural characteristics of Puerto Rico.

Background

The 1970 census indicates Puerto Rico is one of the highest populated areas of the world, with an average population density of 793 persons per square mile. Forty-three percent of the total population is comprised of persons under the age of eighteen. The Island is divided into six educational regions with a pupil enrollment of between eight and ten thousand in 100 school districts within the regions. The public schools are administered by the Secretary of Education who is appointed by the Governor and is a member of the Governor's cabinet. Public schools are funded by the legislature and administered centrally from San Juan.

A total of 1,499 schools receive $52.8 million in Title I funds and serve approximately 228,000 of the 715,000 total enrollment of the commonwealth. Average per pupil expenditures for regular instruction are $572 with Title I providing an additional $200 per child for those receiving compensatory educational services. The state educational agency and the local educational agency, as commonly defined, are the same agency. The six educational regions and the 100 school districts do not separate school boards or taxing powers as in the continental United States.

Until 1976, relatively few school districts participated in the Title I program, Since that time, however, local planning has expanded to include all the island's 100 districts. District allocations are distributed on the basis of the number of eligible children as determined through needs assessments incorporating standardized tests and teacher evaluations.

Council Activities and Observations

During the visit to Puerto Rico, the Council members observed six schools located in varying reigons of the island. These schools are described in the second section below. Informal hearings were held at the Department of Instruction in San Juan. The objective of the hearings was to ascertain from the level of program implementation the difficulties the Title I regulations posed on a single state school district. The Council anticipated obtaining candid comments and recommendations from scheduled speakers regarding the difficulties the ESEA Title I regulations posed on a single school district. Representatives from the commonwealth staff, the outlying regions, Ponce and Mayaquez, made presentations to the members on their experiences with compensatory education. Their comments and judgments as to the effectiveness of Title I programs dealt with issues that would strengthen and improve the economic situations in Puerto Rico. A summary of the most often voiced comments during those hearings are presented below:

Comments Presented Before the NACEDC

Little communication exists between the nonpublic schools and the Department of Public Instruction relating to Title I participation by eligible nonpublic school children. Nonpublic schools are invited through a general letter correspondence to submit proposals in the same manner as other eligible schools. Few nonpublic schools actually receive funds, however, due to insufficient information in the letters of program participation distributed and the lack of ongoing communication between the two sectors. Better nonpublic school child eligibility count procedures and more experienced project proposal and grant preparation personnel are needed.

There is a shortage of qualified teachers within the commonwealth, requiring the use of many relatively untrained provisionals within the schools. The problem is compounded by low teacher salaries which range from $540 to as much as $700 per month. Teachers have not received a raise in over three years and many with degrees leave the classroom for higher paying jobs in business or government. The result has been a very high teacher personnel turnover, few available replacements and severe facility inadequacies. Classroom sizes in Puerto Rico average approximately forty per class and many schools operate on a split shift during the day due to space limitations. Many teachers are hesitant to become involved with Title I programs due to the lack of teacher tenure benefits and their concern over the "temporary nature" of the program. Such benefits are being addressed by the Secretary of Public Instruction to establish tenured positions which will attract more qualified personnel to supplemental program instruction. There is a need for expanded teacher and teacher aid training and other educational personnel preparing program proposals or grant applications. Substitute teachers are in very short supply.

There is a strongly supportive attitude among the parents of participating Title I students. Parents have become increasingly more aggressive and effective in participating in the implementation and planning of school site projects. Parent approval of project proposals at the school site and district level, including a written sign-off on such Title I plans, are mandated by the Department of Public Instruction. Parents were quite knowledgeable about the program and their role on the advisory councils and aware of the difficulties under which the program is administered.

Many of the schools in Puerto Rico are in poor physical condition. Lighting, sanitation and classroom space were quite deficient for proper instructional environments. These conditions were partially due to the lack of school maintenane services (for which no funds are provided) and vandalism from the surrounding community. Federal guidelines should be amended to allow Puerto Rico latitude in the use of federal supplemental educational funds to be used for construction and remodeling of facilities. Additionally, there is a need for improved procedures for the purchase of educational supplies and equipment. Currently, all materials must be ordered through the Department of the Treasury and take from six months to two years for delivery. All supplies are imported and none were warehoused on the island.

The continuation of categorical aid educational assistance programs is considered the most effective means of meeting the needs of the educationally disadvantaged children of Puerto Rico. Expanded flexibility in the use of Federal funds, however, should be considered for the unique educational difficulties of Puerto Rico. The commonwealth's situation does not allow meeting of federal guidelines. Differences in quantity and quality of educational services among the school districts makes comparability impossible without a huge outlay of funds which are not available. In Puerto Rico, Title I is needed to upgrade the basic program, not as a supplement. Thus, there is a conflict with guidelines.

There should be a full-time representative of the Puerto Rican educational system stationed in the nation's capitol to work on federal activities related to the needs of the commonwealth. The person should be responsible for monitoring federal legislation and securing federal grants.

Summary of Puerto Rican Schools Observed by Council

San Juan School District:

Fray Bde, Las Casas:

An elementary school in San Juan, the Fray Bde school provides instruction for students in kindergarten through sixth grade. The principal and fifty-three teachers operate the school on a split shift with an average of 30-40 students in a classroom. The seven Title I teachers work with the children in the areas of math, Spanish and English. The reading lab has one machine and the teacher must work with two children every fifteen minutes. Parents attend school meetings, assist in the classrooms and have a good relationship with the school.

Council Observations:

Although the school is only five years old, it was in a badly deteriorated condition. There is lack of adequate maintenance for the facility and has an ongoing history of vandalism from the surrounding community.

There were few substitute teachers available from which the principal could replace an absent regular classroom teacher. Often when such absences occurred, the absent teacher's class was sent home for the day.

Henna Elementary School:

An elementary school located in Villa Palmeras, Henna provided instruction for students in the kindergarten through sixth grades. Located in a highly urban area, the school consists of separate barrack-type buildings. The school also has a history of vandalism, and the administration of the school is interested in possible grants to improve the security setting in a highly crowded area. The seven Title I classes consist of two Spanish, two math, two bilingual and one English skills class.

Council Observations:

Facilities at this school, composed primarily of wood, were in very poor condition. Age of the teaching staff was in some instances exceptionally young.

Mayaquez School District:

Segundo Ruiz Belvis Elementary School:

Located in Mayaquez, this school is centrally located in a housing project and provides instruction in grades kindergarten through sixth and special education. 97% of the school's students are eligible for Title I and 257 students are currently participating in the program. The Title I program consists of two math, one English and one Spanish language skills classes. Approximately 682 students attend the school.

Council Observations:

Although the school building is in need of maintenance, the walls and general appearance was attractive. Vandalism is low due to the location of the school in the housing project where community relations were strong.

Substitute teachers were available to fill in for absent regular instructors, and teacher attendance was generally high.

Parent involvement is not currently an active program, although parents know about Title I.

Exacting discipline by students within the school was quite apparent.

There is a prekindergarten handicapped program in operation within the school.

Charles T. Irrizary School:

This school, located in Mayaquez, serves over 1,000 students in grades one through nine. The facilities consist of several separated buildings which were fairly well maintained. Grades 7–9 are currently operated on a double shift and the size of the school is so limited that the entire school will soon begin operating in this same manner. The Title I program is a small one, and the teachers must use the library and lunchroom for their classes. Special classes are provided in industrial areas, home economics and chemistry.

Council Observations:

The school experienced a very severe health problem due to bat infestation of the school facility.

The lack of equipment for special classes was so drastic that effective instruction was handicapped.

San German:

Baldority DeCasto School:

The school is located in Minillas Valle and serves approximately 40 students in first, second and fourth grades. While new school facilities are being constructed, the school is temporarily housed in a private home where classroom space is quite limited. Title I is used in grades one and two. The two teachers and one aide work with the children in the areas of math and Spanish.

Council Observations:

This rural school located in the sugar cane area is currently operating under conditions which are cramped and insufficient for proper instruction. Rooms were dark and flooding conditions were often present due to the conditins of the local river.

Mariano Abril School:

Located in Mountaintop (Cain Alto), the school provided instruction for 237 children in grades kindergarten through sixth. There were nine male teachers and two Title I teachers which offered supplemental instruction in math and Spanish language skills.

Council Observations:

Excellent community effort on behalf of school personnel, community, parents and students was evident. The students supplied the daily maintenance and repair for the school building. The local community was involved in the building of another small facility to be used for Title I services.

There were only two outdoor bathrooms provided for the students attending the school.

Note: A detailed narrative on the Council's above activities is on file at the Council's office.

Report on Site Visit to San Diego, California

The NACEDC conducted site observations of the San Diego Unified School District, San Diego, California, on March 6, 1978. Council's observations of various school officials, teachers, parents, students and community representatives provided members with first-hand information on federal and state programs being provided for educationally disadvantaged children. The specific objectives for reviewing programs in San Diego was to assess the effectiveness of program services and administration in a large urban school district. Of major concern to Council was the impact of California's state funded compensatory education programs and basic education programs on the operation of Title I.

Background

The city of San Diego is the second largest district in the State of California, with a student population of approximately 120,000, of which 19,000 are enrolled in nonpublic schools. The ethnicity of the students include white, black, hispanic and Asian/Indian. The school district has programs funded under ESEA Title I, state funded educationally disadvantaged youth (EDY), Follow Through, Teacher Corps, new Careers summer school programs, Indian Education and early childhood education. Sixty-three elementary and secondary schools and 17 nonpublic schools are participating in these programs. The total 1978 annual budget for these programs is approximately $228 million, which includes the general operating budget of $118 million.

Council Activities and Observations

The Council made visits to eight schools in the district, including one nonpublic school. During the visits, school personnel and parents discussed the various programs and shared with Council some of the key concerns relating to administering the programs Outlined below is a summary of the major issues presented to the Council concerning educational services within the district. Other observations are contained in the various school site descriptions on the following pages.

- Many of the schools within the district have very high percentages of students which are eligible for and receive Title I services. This "saturation" situation, it is felt by the officials, can most effectively be addressed through classroom located compensatory instruction. The lack of flexibility in ESEA Title I law and regulations inhibit the district's ability to institute such programs, allowing only the use of "pull-out" instructional procedures.
- The social and economic characteristics of many large urban school districts require additional attention in federal educational legislation.
- The language found in the federal regulations on "critical Mass" inhibit the participation of eligible nonpublic school students. Such language should be clarified in order to allow modification of the minimum per pupil expenditures and, thus provide additional opportunities for nonpublic school student participation.
- Federal regulations should be printed in other languages to provide information for nonEnglish speaking citizens.
- There should be an identifiable budget set aside within Title I applications to allow for increased parent involvement and parent education.

Other observations made by Council are found on the following pages under site visit descriptions.

Site Visit Report

PROGRAM TITLE:	Compensatory Education
Location:	St. Rita's Elementary School San Diego, California
Number Served:	147 students
Grade Range:	K-8
Ethnicity:	Predominantly Black, Hispanic, Oriental, Caucasian
Area Served:	Urban
Source of Funding:	ESEA Title I

Program Description:

St. Rita's Elementary School has a total of 402 students. Of this figure, 208 are eligible for Title I services but, due to limited funds, only 147 students are participating in the program. There are 16 classrooms with an average size of 25. The Compensatory Education program's objective is to raise student's achievement level in basic skills to one month per month of instruction, while in the program. Students are given individualized instruction in reading, language development, mathematics and multicultural education. In addition to the classroom teacher, aides assist in the classroom to allow students receiving the individualized instruction to rapidly progress and build upon existing strengths.

The parent involvement activities of the school is most effective at the primary levels. Parents serve as volunteers in the school and their activities include tutoring small groups and individual children, recordkeeping, preparing various materials for students and assisting on field trips.

Students that participated in the program are showing gains of 1.3 years growth in language development, 1.1 years growth in reading and 1.9 years in mathematics for each year of compensatory instruction.

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Site Visit Report

PROGRAM TITLE:	Compensatory Education (Emphasis on Bilingual)
Location:	Sherman Elementary School San Diego, California
Number Served:	708 students
Grade Range:	Kindergarten through 6th grade
Ethnicity:	Hispanic, White, Black, Asian, Alaskan/Indian
Source of Funding:	ESEA, Title I Educational Disadvantaged Youth, State Preschool (SB90) Bilingual/Bicultural Education (AB 2284) Early Childhood Education
Expenditures:	$490 per student (excluding Bilingual)

Program Description:

Approximately 1,035 students attend Sherman Elementary School. Of this figure, 804 students are below the 50 percentile, and 708 are currently participating in the school's compensatory education program. There is a 49 percent transient rate in the school. The classrooms are structured to enhance bilingual education.

The objectives of the program are to aid participating students to achieve a month per month gain in basic skills; provide instruction in the predominant language of the students; and increase proficiency in English for nonspeaking students. Program features used to aid in meeting these objectives are: reading & mathematics laboratories, and a media center. Bilingual materials are utilized to provide for the individual needs of the students.

There are 46 certified teachers, two supported by English as a second language, 3 special resource teachers, 11 bilingual teachers and approximately 35 teacher aides. Parents served as volunteers and aides and are involved in all aspects of the project. Parents are also utilized to assist in coordinating English as a second language class.

Based on last year's evaluations, students made gains of .8 years in reading; 1.4 years in mathematics; and the school continues to show positive efforts in attempting to meet the special educational needs of the students.

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Site Visit Report

PROGRAM TITLE:	Compensatory Education
Location:	Balboa Elementary School
Number Served:	600 project participants, 938 student enrollment
Grade Range:	Kindergarten through 6
Ethnicity:	76.9% Hispanic, 6.5% White, 11.5% Black, 4.8% Asians, .2% Alaskan/Indian
Source of Funding:	ESEA Title I, State Preschool, Miller Unruh Basic Reading Act, Bilingual/Bicultural Education (AB 1329, 2284) Educationally Disadvantaged Youth (EDY), Early Childhood Education
Expenditure:	$389.00 per project participant

Program Description:

The Balboa Elementary School enrolls about 938 students. Of this number, approximately 600 are receiving services under the above program. The Distar program is being used with primary students in both reading and math. Additionally, the program has been translated into Spanish to assist the large number of nonEnglish speaking students in building their reading skills in their dominant language.

This program provides ample statement-repetition tasks necessary if the child is to become fluent in using the language.

Balboa's psychomotor development program has been very successful in strengthening reading readiness skills. Use of jumping ropes, walking boards, balancing boards, rollo spheres, and many other types of coordination materials and equipment are used on a regular basis with students.

The area of health/auxiliary services is given a high priority at the school and features a dental plaque control program, physical examinations by nurse practitioners and health aides, classroom visitations by practitioners, and first aide instruction for students and parents. As a result of special projects at Balboa, there is increased individualization, more effective use of personnel, better methods for diagnosing needs and strengths of students, and more efficient classroom management.

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Site Visit Report

PROGRAM TITLE:	Parent Involvement
Location:	Stockton Elementary School, San Diego, California
Number Served:	315 project participants
Grade Range:	Kindergarten through 6
Ethnicity:	Hispanic, White, Black, Asian, Alaskan/Indian
Source of Funding:	ESEA Title I, State Preschool, Educationally Disadvantaged Youth (SB 90), Early Childhood Education
Expenditure:	$452 per student

Program Description:

The school's student enrollment is approximately 542 in grades kindergarten thru the sixth. Of this number, 315 are participating in the school program. Major emphasis is placed on parent participation, and about 30-35 parents are actively involved in the activities of the school. Parent volunteers are active in classrooms and work with counselors and teachers in dealing with disruptive students.

The program has been coordinated with the Student Center which has enriched the activities in the school and reduced the number of students referred to the Center for counseling.

Council Observations:

The school is dealing with students in need of counseling very positively and are constantly developing preventative measures to reduce further dropout and failing students. There are about four or five men volunteers very capable of working and communicating with students and school officials. The parent groups also have the strong support in their efforts from the principal and other school staff. Their concern about the children is the center focus of the school officials.

The Stockton PTA and SAC reorganized to make more effective units. The AB 65 requirement of the school site committee have organized the school's SAC to meet guidelines of all program requirements. Parents elected to the Committee were designated to represent Title I program. Staff representation was done on the same basis.

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Site Visit Report

PROGRAM TITLE:	ESEA Title I Program
Location:	Bell Junior High School, San Diego, California
Number Served:	576 students
Grade Range:	7–9
Ethnicity:	Hispanic, White, Black, Asian, Other
Source of Funding:	ESEA Title I and District Compensatory Education
Expenditure:	$384 per pupil

Program Description:

Bell Junior High School is involved in extensive human relations training for students and an intensive effort to improve basic skills. These efforts have resulted in increased test scores and a decrease in student conflicts and discipline problems.

Bell Junior High School is conducting two outstanding programs. Project Strive which is a school-within-a school of 100 grade 7–9 students who study English, mathematics, and social studies with the same corps of teachers. There are 80 certified staff personnel of which is multiethnic. Students of varying abilities are included in the cluster. Project Score students concentrate on a baskc skills program with an interdisciplinary approach.

In addition, the school provides laboratories for Title I participants to meet their individual needs.

Parents are very actively involved with the activities of the school, and their parent advisory council holds public meetings on a monthly basis.

Council Observations:

Parent involvement on the junior high school level was very encouraging and a well conceived program. The effective participation of parents in the school activities has changed the views and opinions of the school administrators and members in the community who had previously been opponents of parents being involved with school matters.

Contact Person:

Dr. Thomas L. Goodman
Superintendent
San Diego Unified School District
3550 Logan Avenue
San Diego, California 92133

Site Visit Report

PROGRAM TITLE:	Compensatory Education and other Supplementary Programs
Location:	Encanto Elementary School, San Diego
Number Served:	704
Grade Range:	kindergarten–sixth
Ethnicity:	White, Hispanic, Black, Asian, Alaskan/Indian
Area Served:	Urban
Source of Funding:	ESEA Title I, VII, IV (part C) Miller Unruh AB 1329, AB 2284 Bilingual/Bicultural Educationally Disadvantaged Youth (EDY) Early Childhood Education (ESAA)
Expenditure:	$401 per student (excluding amount for bilingual programs)

Background:

The Encanto Elementary School is composed of several buildings joined by ramps and walkways. The most centrally located building houses the main offices including the nurse and guidance counselor; library and media center; staff workroom and lounge. This building also includes a separate office for volunteers equipped with several small tables. The school also provides day care for young children of parental volunteers.

Program Description:

The library and media center are centrally located and contain materials for all grades in the school. The small tables are scattered within the room allowing for individual or small group instruction. Four children watched a TV screen presentation while listening to the story through earphones. Two other children were working at a separate table using books and earphones. Other children were reading quietly to themselves, and another was reading to one of the teachers.

A motor lab has been established for the children in kindergarten through third grades. During weekly instruction the children work on body image; balance, stunts and tumbling; spacial orientation; coordination involving hand-eye, eye-foot, gross motor, fine motor; locomotor and non-locomotor activities; and shape descrimination. Located in a large room, children worked with such materials as jump ropes, rhythm balls, hula hoops, balance beams, etc.

There were various forms of instruction in the math lab. Three children were working with the telemath computer by using hand held remote controls. Telemath is an instructinal program designed for the student to receive immediate reinforcement although working independently. At another table a small group of children were working on figure exercises. After they had completed these exercises they corrected their own papers using a hand calculator. Although the children worked independently they did so under the supervision of a teacher. Drill exercises were being conducted in another area of the room, while at yet another table one child worked alone with a teacher.

Another instructional program is closed circuit TV. Children in kindergarten through fourth grade are often used for acting out educational programs. The older children learn to operate the cameras and sound equipment. They also direct the shows as well as plan lighting designs, etc. Some of their shows have been used on the local educational TV stations.

Council Observations

The school is nicely landscaped which adds to a pleasant setting. The programs and equipment were not only up to date, but also well maintained. The students seemed very interested and involved in their work, and very professional in the TV lab.

Contact Person:

Dr. Thomas L. Goodman
Superintendent
San Diego Unified School District
3550 Logan Avenue
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Site Visit Report

PROGRAM TITLE:

Location:	Alice Birney Elementary School, San Diego, California
Number Served:	550
Grade Range:	kindergarten–sixth
Ethnicity:	White, Hispanic, Asian, Black, Indian
Area Served:	Urban
Source of Funding:	Miller-Unruh Basic Reading Act Educationally Disadvantaged Youth (EDY) Early Childhood Education
Expenditure:	$350

Background:

Located in a commercial as well as residential area, the school consists of several long one story buildings and several mobile units. Perpendicularly situated, they are joined by outside covered walkways.

Program Description

Individual counseling and guidance are provided and emphasized as soon as the child enters school. The counseling center provides orientation, counseling sessions with the students as well as the family.

The library is also used as a multimedia center, housing not only tapes, film, records, etc., but also such things as a stuffed bobcat and live gerbles. A cast of hand puppets was being used by a group of children to act out and express worlds such as "unique."

Pull-out is used for small groups by the reading teacher, who currently works with approximately 190 first–third graders. It is also used for tutoring third–sixth grade children, as well as those with limited English. The school also employs a full time music teacher who uses local music major students as assistants.

The motor lab assists the students with self image improvement. Students also learn to follow oral instructions, as they proceeded in orderly fashion to walk on the balance beam, crawl under and over it, up and down ladders, etc.

The school has been working very hard to develop a good closed circuit TV system, which is almost completed.

Parents are interested in their children's education, and have a good relationship with the school administration. Aside from family counseling and home visits, the parents are invited to, and do, attend meetings at the school.

Council Observations:

Members noted the very pleasant atmosphere particularly in the library media center. Parental involvement was noticed when several waitress mothers, dressed for work, arrived at the school for a meeting just before going to work.

Contact Person:

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San Diego Unified School District
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APPENDIXES

Appendix A: Testimony of Dr. Wilbur H. Lewis to the House Subcommittee on Education; August 4, 1977

Thank you. My name is Dr. Wilbur H. Lewis. I am Vice-Chairman of the National Advisory Council on the Education of Disadvantaged Children. Chairman of its Executive Committee, Chairman of the Ad Hoc Committee on *Barrera vs. Wheeler* and co-Chairman of the Committee on Indian and Migrant Education. I am currently employed fulltime as the Superintendent of Public Schools in Tucson, Arizona.

This Council appreciates the opportunity to present its track record as you undertake a needed review of statutory advisory councils established under the *Elementary and Secondary Education Act.*

When you return from your work period, two proposals will be presented to reduce the number of advisory committees. One will be contained in the Commissioner's Annual Report and the other will be sent to the House Government Operations Committee as a part of the Reorganization Plan. Congress will then have 90 days to act. This oversight hearing should give you the data you require to respond to those initiatives.

As one of the 38 statutory Presidential advisory committees funded by the federal government, the NACEDC's activities reflect the statutes which govern it. (EXHIBITS A-C)

Broad community participation in the governance of education is a basic principle of American education. The advisory committee system has proven to be a vehicle to safeguard this participation at the federal level. The NACEDC has assumed a role not originally in its statutory obligation to make legislation more responsive to those children being served. Local and state community advice through formal and informal mechanisms contributes the purposes, priorities and objectives of educational programs. The advisory council mechanism serves the same purpose at the federal level.

The NACEDC has been the focus for the complex constituency concerned with improving educational attainment for educationally disadvantaged children enrolled in elementary and secondary schools. The diverse background of the members and their selection from representative geographical regions have contributed to an agency uniquely capable of objectively considering needed improvements in compensatory education. The council has visited with many groups throughout the country, received testimony from administrators, teachers, students, parents and concerned citizens, held hearings, held the first meetings in Washington for parents of ESEA Title I children, and for *all* of the State Title I Coordinators, and operated as openly as possible with the funds allocated to it so as to gather opinions and advice from those affected by the implementation of ESEA Title I.

Once determined, these recommendations are then presented to the appropriate officials for consideration and adoption. Hundreds of NACEDC recommendations have become part of law, policy and practice. We are proud of this achievement. The NACEDC has experienced the necessity of bringing citizen advice and priorities to bear on a program where between 33-50% of the eligibles receive needed services. Citizens *should* be involved in the critical and difficult choices.

This hearing is called to review administrative practices as well as individual advisory committees. Any consideration of the Congress to strengthen the effectiveness of advisory councils should include strong emphasis on:

1. A system of Committee Management implemented at the OMB level which provides a manual and a series of training opportunities for newly established committees, to curtail the large waste of tax dollars during the start-up period of a new council.
2. Announced common criteria for evaluating advisory committee effectiveness agreed upon and implemented. The GAO study on advisory council* suggests the following four criteria:
   - the larger the number of committee meetings, the more actively the council is pursuing its charge.

*"Better Evaluations Needed to Weed Out Useless Federal Advisory Committees" B-127685.

- the larger the support costs incurred indicates agency commitment to the council.
- the age of a committee should create a red flag, under the assumption that older committees *may* no longer be required.
- the number of reports and recommendations made and adopted indicate effectiveness.

3. Involving the affected community in the determination of priorities and services as a basic principle of governance in American education, and as a necessary linkage for effective public administration.

In closing, we appreciate the formal evaluation by this Subcommittee, since we are dependent upon an effective system of advisory council management.

The remaining exhibits of my statement respond to the letter of invitation sent to the council.

Appendix B: Statement of Dean Owen F. Peagler, Chairman of the National Advisory Council on the Education of Disadvantaged Children; October 26, 1977–9:30 a.m.

Mr. Chairman and Members of the Subcommittee:

I am Dean Owen Peagler, Chairman of the National Advisory Council on the Education of Disadvantaged Children, a statutory advisory council charged with the review of Title I, ESEA and other compensatory education programs. I have with me a written statement which details the major concerns of the Council and makes recommendations to improve the Act. I'd like to request that it be made a part of the record.

Thank you for the privilege of discussing the accomplishments of an Act of Congress which is not only working, but is a successful program to counteract some of the educational problems which face the nation today. Public outcry has been raised against the effectiveness of the educational system in general. Citing test score decline, dropout rates, youth unemployment, crime statistics and graduates who cannot read or who do not possess job entry skills, there are many who do not see our schools as a site where real learning takes place. Title I has provided *the* encouraging sign we are all seeking, that educational goals can be met and success achieved in the areas where once it was least expected–in areas with high concentrations of low income families.

Thanks to your leadership, Title I is making a difference in the education of poor children, and through better management and planning, to the education of all children.

I appreciate being asked to testify on the administration of Title I, focusing on such issues as federal and state monitoring and enforcement, regulations, comparability, supplement, not supplant provisions and maintenance of effort. It is here where the greatest impact on improving Title I can be made. The Council favors placing the emphasis on serving educationally disadvantaged children who live in areas of high concentrations of low income families. As it is this Committee which identified the eligible group of children, you know best of all that funding levels have never been sufficient to serve the statutorily defined *eligible* children. The Council recommends that full funding of Title I be accomplished *for the next possible fiscal year*, and that the added monies be spent on serving the unserved 34% of eligible elementary and secondary students and nonpublic school students and preschool children in target attendance areas. It would be desirous in our time to serve all of the educationally disadvantaged children in the country, *but we have yet to fully serve those who are living in areas of high concentrations of low income families.*

Federal monitoring and enforcement is at an all time low. Appropriations have been curtailed for the salaries and expenses of USOE, and this has reduced the ability of the agency to monitor and review programs by more than 50%. As a result, less than 50% of the states are visited each year. The Rural Education Report of the Council released last month points out the problems encountered by rural families in attempting to obtain special health services. Many cases of educational disadvantagement among the children of these regions can be directly traced to hearing, speech or other physical disabilities which have impaired the child's ability to learn. The Council believes that educational disadvantagement can be significantly reduced for such children through preventative and maintenance health services.

The Council visited many preschool and early grade Title I programs throughout the southeastern parts of the country and Appalachia, and noted from discussions with program administrators and teachers that health maintenance services are the most necessary, most expensive and most difficult to obtain. They must not only treat the child's disabilities, but must work with the parents as well to reduce the likelihood of further developmental disorders.

Many of these auxiliary service needs are still unanswered, and evidence suggests that these unsolved issues contribute to high rates of educational disadvantagement.

Audits are not well managed and take too long to resolve. The Council found different staff perform the audits from those who administer program; leading to frequent misunderstanding of the program's implementation. The audit procedure has been revised in the past year, and will be examined by the Council; however, some of the key problems in audit process are not addressed.

(1) Program personnel are insufficient to accompany auditors, and the Council believes that federal and state program personnel should be in the team. (2) *Currently, states are not* held accountable when audit exceptions are charged against LEAs whose grant applications were state-approved. Thus, an LEA, which had its grant approved at the state level, might owe large sums of money to the U.S. Treasury, with the state owing nothing.

Finally, the monies which are scheduled to be returned to the U.S. Treasury as a result of audit exceptions are funds which did not target properly to educationally disadvantaged children. The NACEDC recommends that an amendment allow for repayments required by an audit resolution be spent on Title I eligible children in the district involved.

The *bypass* procedure for the migrant program and for the nonpublic schools has been designed to be cumbersone, costly and timeconsuming. There are almost 100 bypass requests at USOE today, and two staff to handle the workload. Review of this procedure and a clear indication from Congress is necessary to strengthen what is an excellent provision in Title I.

State administration is uneven today, but much improved over time. Some states have helped their LEAs develop legal and cost-effective programming with Title I funds through frequent interaction and guidance. Sixteen states add state resources to compensatory education programs which supplement the Title I program. These programs, the Council recommends, should be excluded from the comparability computation if they serve educationally disadvantaged children.

The *regulations* outline the legal responsibilities of the applicant agencies, but are often written in language unclear to parents and administrators and need to be simplified.

First, parent involvement regulations should be consistent with other regulations under Title I to the extent that only the Federal Government should have the authority to promulgate parent involvement regulations. *Secondly*, a manual should be developed by USOE to clarify regulations on instructional styles which are legal. *Thirdly*, manuals or brochures on subject headings of concern should be prepared by USOE, especially if the subject area cuts across several applicable regulations.

The *Comparability* statute is well-written and a reinforcement of the supplement, not supplant provisions. Regulations promulgated under this section have repeatedly struggled with indicators of comparability. The statute states that services must be comparable. The regulations take a nose dive into red tape to account for teachers, longevity, no wide variance, and other details which don't speak to comparable services. Direction in the conference report would be helpful to the agency in developing its new regulations.

Supplement, not supplant provisions have been weakly defended by USOE, and are key to the proper administration of the program. Title I must be extra to the basic program, and all children across an LEA must have equal access to the basic program. The difficulty faced by some states is the addition of local and state resources for disadvantaged children, concealing whether or not Title I supplements programs mounted with local and state resources. Where these resources are targeted to serve Title I eligible children, as we have said above, they should be excluded from comparability computations.

Maintenance of effort is an essential element in the guarantee that Title I will be extra to the basic program. The Council recommended in 1975 that maintenance of effort be flexible enough to reflect declining enrollment, and be computed on an aggregate amount as well as on a per pupil amount. This recommendation was accepted in the amendments of 1976. Further, the Council is reviewing the wisdom of a provision on maintenance of effort of auxiliary services which may not come under the usual jurisdiction of the local educational agency. For example, school nurses are paid as often from health department sources as from school sources. Food and nutrition services are provided outside the local educational agency, as are other welfare benefits such as eyeglasses and shoes. Title I allows for these expenditures under strict constraints. However, the Council would like to see that attempts to receive these benefits from sources outside the school system be attempted as a first recourse, and that these services be provided to Title I students from Title I as a last resort.

The Council recommends that Title I services *follow the child* where possible in situations where school district reorganization due to desegregation and declining enrollment alter the Title I attendance areas. As early as 1972, the Council reported that this was a difficulty in the administration of Title I. The Emergency School Aid Act (ESAA) expected to remedy this problem, but since ESAA is a competitive grant for LEAs undergoing desegregation, it is not effective in addressing these issues. Following the Title I child is not the primary concern of ESAA. Therefore, if compensatory educational services are to follow the Title I child, it is Title I which must have the assignment and the means to do so.

The Council recommended in its 1977 Annual Report that individualized educational plans be a part of the Title I program for each student, and I would like to highlight this concern. The Administrators with whom we have talked state that this is good education and worth the extra work caused by individualized educational plannings.

Finally, the Council wishes to extend appreciation to you and your bipartisan leadership in behalf of children who have special needs, who depend on you to champion their cause, and who perform like their more advantaged peers when given the kind of education and the quality of education all children deserve. The children who are served by Title I may not know where the services come from, because to them, the extra time in instruction, the auditory test, the special attention to basic skills gains, and the success role they have established for themselves characterize their experience. Their families, their teachers, their administrators and their state and local officials can only express their gratitude to you for providing the means to reverse the trend of lower educational attainment.

Thank you.

APPENDIX C

Site Visit Report

PROGRAM TITLE:	Corrective Reading Program
Location:	Wichita, Kansas
Duration:	1973-74
Number Served:	2,517
Grade Range:	Elementary and Junior High
Ethnicity:	Black, 1,445 Mexican American 110 American Indian 40 Oriental 18
Area Served:	Urban
Source of Funding:	Title I, ESEA
Expenditure:	$264.30 per student

Program Characteristics:

Goal of Program: Improve Title I eligible students' basic reading skills of vocabulary and comprehension.

Objectives: Students enrolled in the program will increase their reading instructional grade level of at *least a month per month* on the pupil's performance on grade test, word lists, or other measures.

Students will expand their sight vocabulary and strengthen word attack skills as measured by diagnostic tests.

Students will elevate their level of comprehension and demonstrate an observable improvement in their attitude toward reading and themselves and others.

Students will show improvement in language areas and communication skills.

Context: Wichita is a metropolitan community of approximately 263,000 inhabitants located in south central Kansas. Pupils enrolled in the public schools and reported by the county welfare department as receiving Aid to Dependent Children were determined to be about 9,100 in September 1971. This represents 15% of the total public school population and an estimate of 10% of the total family units with children under the age of 18 years old. Within the city there are a total of 140 schools which serve approxiately 67,000 children. There are 104 public schools; 82 elementary; 16 junior high; and six senior high. About 6,000 individuals were estimated to come from low income homes.

A needs assessment was done to determine the number and percent of high and achievers in reading based on the 1972 basic test program. Three tests were employed: The Metropolitan Readiness Test for first graders, Metropolitan Achievement Test for second graders, and the Iowa Test of Basic Skills in the upper grades.

Program Description:

Students with specific skill deficiencies were enrolled in the corrective reading program which consists of six phases: identification, screening, diagnosis, scheduling, instruction, and evaluation.

Special reading teachers and paraprofessionals were assigned to one or more, up to four, attendance centers to work with students in small groups (2-8) for thirty to sixty minutes, three to five times per week. These teachers met with approximately 50 to 70 students per day. The program was designed to place more emphasis on services rendered, extend greater support for teachers and develop a systems instructional approach in the selected Title I attendance centers and a program for severe correctives.

Personnel:

In the elementary schools there were three centers to a school with two special reading teachers and 16 reading aides. The junior high school was staffed with 10 teachers and 11 reading aides. The special reading program for severe correctives (grades 4 through 9) were conducted in three centers, two at the CEC building and one one-half day at the Lawrence Elementary Schools. Services were provided for 120 to 150 students.

Parent Involvement:

Parent participation was a built in factor in the corrective program. Special reading teachers' time allocated four-fifths of the day for pupil instruction and one-fifth for parent visitation and consultation. Parents were involved in the Title I Parent Council in the recruitment of additional paraprofessional aides. To ensure direct communication between parents and the reading staff, representatives were present at most of the parent council meetings.

Results:

Using the standardized ITDS tests, students made gains of 1.3/1 in reading.

Contact Person:

Dr. Alvin E. Morris
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Wichita Public School System, USD 259
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Wichita, Kansas 67202
(313) 268-7876

Site Visit Report

PROGRAM TITLE:	St. Michael's Tribal School
Location:	Devil's Lake, North Dakota
Duration:	1976-77
Number Served:	83 students
Grade Range:	Kindergarten through sixth
Ethnicity:	Indian
Area Served:	Rural
Source of Funding:	ESEA Title I
Expenditure:	$736 per student

Program Characteristics:

Goal of Program: Provide remedial education to students in need of such services and mainstream those students into regular classrooms.

Objectives: Assist students in achieving one year's academic growth through the Title I program.

Context: St. Michael's is a tribal school operated under a tribal contract with the Bureau of Indian Affairs.

Program Description:

St Michael's operates both a reading program and a special education program with Title I funds, serving approximately one-third of its students. The special education program is unique in its area since it totally mainstreams the special education students into the regular classroom. A new set of terms has been developed for all students—survivor, adaptor and encounterer. The special education coordinator works in each classroom with the studets and the regular classroom teacher. Inservice training is provided to insure that all teachers are familiar with the programs utilized. Individualized educational programs are prepared for each student in the Title I program.

Discipline and attendance problems are almost nonexistent. The students have responsibility for their own behavior, and a new point system has been developed to reward students for good behavior. Each student is given ten points at the beginning of each month, with points being taken away for various types of misbehavior. At the end of each month all students retaining any points are allowed to participate in various educational "fun" activities such as games, trips, etc.

Personnel:

Twenty-seven percent of the teaching staff is Indian. Teacher turnover has stabilized at the school. Inservice training is provided to insure that all teachers are familiar with the programs utilized. Five reading teachers and two special education teachers comprise the full-time professionals. There are four full-time reading aide paraprofessionals and one part-time; also, two full-time special education aides and one part-time.

Parent Involvement:

Parents are deeply involved with the activities of the school. St. Michael's does have a Parent Advisory Council whch holds public meetings.

Results:

The unexpected increase in students has been readily contended with as a result of the staff working well together, being highly motivated and dedicated. Staff often puts in twelve hour days. This dedication is reflected in the success of the student population in academic and social matters.

The average academic gain for Title I target students for fiscal year 1976 was: Reading—one year and four months' growth according to the science Reading Associates testing, and Special Education—one year and one month's growth according to the Wide Reading Achievement testing.

Contact Person:

Mr. George Dunbar
Principal
St. Michael's Tribal School
Devil's Lake, North Dakota 58370
(701) 766-4276

Site Visit Report

PROGRAM TITLE:	Title I Reading Program
Location:	Doughterty County Public Schools, Albany, Georgia
Duration:	1973-74
Number Served:	1,120 students
Grade Range:	One through six
Ethnic Group:	Black, 60%; White, 40%
Area Served:	Urban
Source of Funding:	Title I, ESEA
Expenditure:	Less than $250 per student

Program Characteristics:

Goal of Program: Enable students to increase their growth by utilizing a center concept and individually prescribed instructions.

Objectives: Students enrolled at the centers receiving 50 minutes daily instruction for nine months would improve their reading achievements by *a mean gain of at least a month per month* as measured by their pre and post tests on the Gray Oral Reading Test, Slosson Oral Reading Test, and CREAD.

Students in the lower groups in Title I schools develop their skills to facilitate their improvement of *reading achievements to at least a month per month* of treatment.

Selected teachers working with the disadvantaged students in the area of reading were able to improve significantly their competencies in classroom management as evidenced by comparison of pre and post test scores of the students.

Context: Doughterty County Public Schools is located in the heart of Southwest Georgia, and is chiefly an urban community. The schools enrolled in 1973-74, 24,408 students who were approximately 40 percent white and 60 percent black. There are 23 elementary schools, and 12 meet the Title I criteria. 1,120 students from the 12 Title I schools participated in reading laboratories.

Statewide testing results indicated that the Doughterty County's norms in reading were lower than the national norms. The systemwide testing at the sixty grade level indicated that the total population of Title I schools had evidenced mean annual gains in reading achievement of .67 of a year. During the 1973-74 school year, 1,030 failures and 666 dropouts were reported.

Students were pre-tested in September and post-tested during the first week of May, after eight months of treatment. Data from these tests were examined to determine the level of significant mean gains made by grade level.

Program Description:

Students enrolled in the laboratories received fifty minutes of instruction daily in a classroom organization which offered a high level of individualized instruction. The case loads of the centers ranged from eighty to one hundred twenty (120) students per day.

Each reading center was staffed with one teacher and one paraprofessional. Teachers and teacher-aides were supervised and trained by a full-time reading supervisor and by outside consultants. Inservice workshops included over eighty hours of training.

Activities included workshops in classroom management, identifying the problems attributing to the student's deprivation, and diagnosing and correcting these problems.

Results:

Students who received this intensive supplementary reading instruction showed gains at the .01 Alpha level or better as compared to their own previous reading achievement which had been measured by the accuracy scores on the Gray Oral Reading Test, the Sloson Oral Reading Test and CREAD.

Contact Person:

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Dougherty County Public Schools
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Site Visit Report

Location: Highland Park, Michigan

Program: High Intensity Tutoring Project

Date of Visit: November 29, 1975

Description of Program:

The High Intensity Tutoring (HIT) Centers provide an individualized instruction program designed to develop vocabulary and comprehension skills in the reading center and to increase computational abilities, problem-solving, and understanding of mathematical concepts in the math center.

Sixth, seventh, and eighth grade students, identified as deficient in basic grade level reading and/or mathematics skills, are selected for participation. They are selected on the basis of performance at least 1 year below level on standardized tests in reading and/or mathematics and on the basis of observations by the teacher.

The high intensity tutoring in reading and mathematics focuses on peer-teaching and reinforcement techniques developed primarily from principles of programed instruction. Seventh and eight grade "tutors" assist sixth grade "tutees" in developing grade level skills and reinforce correct performance, as the "tutors" up-grade their own skills through this cooperative learning approach.

All activities take place in rooms reserved for this purpose. Students attended the center for one-half hour per day, 5 days per week. Each center is staffed by a certified teacher and two aides. The certified teacher supervises the implementation of the program and participates in the preparation and selection of materials for the students. Teacher aides assist in supervising students, provide instruction to students, chart daily progress, assist in distributing motivational materials, assist on field trips for tutors, take students to and from class, and prepare bulletin boards.

The basic components of the HIT Program is the instructional and motivational systems. A central features of the intructional system is the daily calculation of the percentage of correct responses for each student in the program. When any student's rate falls below 90 percent for 3 consecutive days, the difficulty of instructional materials is decreased to make the task easier. When the rate exceeds 94 percent for 3 days, the difficulty of instructional materials is increased to make the task more difficult. This procedure ensures that new learning is introduced at the optimum rate and that nearly all responses are correct. The motivational system for students is based upon points earned for correct responses. Each student has a point "bank book" and each center determines when points could be redeemed for tangibles or privileges. Tutors earn rewards on the basis of attendance.

Evaluation Procedures:

The Wide Range Achievement Test (Arithmetic Sub-test for the Mathematics Centers and the Reading Sub-test for the Reading Centers) was selected as the evaluative instrument for the program because of the close correlation between the content covered by the test and the content of the program. Testing took place in September, January, and May. In some sites, students were involved in the program for only one-half year.

Evaluation Findings

The following tables summarize the final results from the two HIT Mathematics and HIT Reading Centers:

Student Test Results: Mathematics Center at Title I Schools

A total of 132 students completed the program and were pre-tested and post-tested.

	No. of students	Percentage of students
1.5 year or more gain in G.E.U.	71	53.8
1.0 to 1.49 year gain in G.E.U.	37	28.0
.75 to .99 year gain in G.E.U.	8	6.1
.50 to .74 year gain in G.E.U.	9	6.8
.25 to .49 year gain in G.E.U.	1	.7
.01 to .24 year gain in G.E.U.	1	.7
No gain or regressed in G.E.U.	5	3.8

Student Test Results: Reading Centers at Title I Schools

A total of 105 students completed the program and were pre-tested and post-tested.

	No. of students	Percentage of students
1.5 year or more gain in G.E.U.	73	69.5
1.0 to 1.49 year gain in G.E.U.	10	9.5
.75 to .99 year gain in G.E.U.	6	5.7
.50 to .74 year gain in G.E.U.	6	5.7
.25 to .49 year gain in G.E.U.	2	1.9
.01 to .24 year gain in G.E.U.	3	2.9
No gain or regressed in G.E.U.	5	4.8

OE has validated this project as a highly successful Title I project. (July 1973)

Council Observations:

Council members were very pleased with the evident success of this program, which emphasize development of basic skills. Peer-group tutors seem to work extremely well, and both "tutors" and "tutees" appeared enthusiastic about the program.

Teachers, aides and administrators all appeared enthusiastic about the success of the program. The administrators pointed out that discipline problems have been reduced since the program's inception and believe that the program is an excellent model for adaptation elsewhere.

Members were very impressed with the success and enthusiasm displayed by all participants. It was recommended that other Council members follow-up this visit to observe the success for themselves.

Contact Person:

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20 Bartlett Street
Highland Park, Michigan 48203
(313) 956-0123

Site Visit Report

PROGRAM TITLE:	Vocational Information Program, Inc. (VIP)
Location:	Cleveland, Ohio
Duration:	1976-77
Number Served:	80 students
Grade Range:	Ninth grade
Ethnicity:	Black
Area Served:	Urban
Source of Funding:	Disadvantaged Pupil Program Fund: State of Ohio Compensatory Funds
Expenditures:	$623 per student

Program Characteristics:

Goal of Program: Helping minority youth take their rightful place in society through education, individualized training and personal development.

Objectives: Helping the participant fit in the vocation field to decide what he will do and how he will excel.

Context: Students can be high achievers or potential dropouts who have expressed an interest in a vocational field.

Program Description:

This two year program, in addition to the regular junior high curriculum, has a heavy curriculum slanted toward success in the work world. Tours through various industries after hearing lectures and discussions to prepare them for the visit are part of the program. Speakers and experts are invited into the classroom. Films, visual aides and brochures make the visit meaningful.

Each Saturday morning during the school year, students meet at the junior high school for individual attention in English, including communication and comprehension, and mathematics. The tutors are businessmen, secretaries, teachers, chemists, foremen, engineers, physicists, training directors, university professors and students from the local community.

In early spring, questionnaires are mailed by the students detailing their job preferences for local employers to seek a job fit. Follow-up calls are made to secure positions for boys in various industries. This junior internship helps the students learn and experiment with an occupation the pupil might like to pursue and also gives an opportunity to earn money after school and during summer and vacation periods.

Personnel:

The personnel include:

One paid coordinator, in four hours per week; 75 Volunteers recruited from businesses; communities and the Volunteer Information Program alumni; and retired teachers.

Parent Involvement:

Parents of students in the program serve on the parent auxiliary committee. This committee arranges for speakers, chaperones, field trips, and other program related activities. They are also involved in sharing students' background information with tutors, and making suggestions for improving the quality of the program. Parents, tutors, and students form an important triangle for mutual understanding.

Results:

A survey conducted in 1975-76, revealed the following:

- student attendance at Saturday morning tutoring sessions averaged 97 percent
- a significant improvement in self-image as reflected in a decrease in office referrals
- ninety-six percent of the students completed the two-year program
- eighty percent of all employers expressed a desire to rehire or recommend students in the program

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Site Visit Report

PROGRAM TITLE:	Southern California Regional Occupational Center
Location:	Torrance, California
Duration:	1976-77
Number Served:	16,600 students
Grade Range:	Grades Eleven and Twelve
Ethnicity	Black, 20%; Spanish-American, 20%; White, 60%; American Indian, ½%; Oriental, 2%
Area Served:	Urban
Source of Funding:	60 percent local (Eleven communities) 40 percent State Department of Education
Expenditure:	$1300 per student

Program Characteristics:

Goal of Program: Improve and expand the vocational training opportunities available to youth in attendance in area high schools and adults out of school.

Objectives: Produce salable skills in students taking the occupational centered curriculum.

Context: Serving youth and adults in the South Bay area of Los Angeles County encompassing fourteen cities and unincorporated areas and six school districts.

Program Description:

The curriculum is designed to help all enrollees develop the skills, knowledge and attitudes necessary to obtain a job entry skill in the occupational area of their choice. It is a success-oriented, individualized curriculum based on a thorough job market analysis and job task analysis from which terminal performance objectives are established for each program. The staff works closely with local employers in establishing and maintaining viable occupational training program. All trainees receive a performance profile upon leaving the center indicating their job entry competencies in their chosen field. Most trainees also receive Certificates of Proficiency certifying completion of the majority of objectives in a given program.

Beginning with medical and dental assisting, major appliance repair, welding, data processing equipment operation, keypunch and business procedures, the program expanded to include automotive repair, electricity/electronics and machine tooling. Most recently, facilities expanded to include emergency medical care training, hospitals services, advertising design, technical drafting and computer programming. Academic instruction is also stressed.

Personnel:

The total staff numbers 180, with about 50 percent serving in professional capacities. The faculty/student ratio is twenty to one.

Parent Involvement:

Each individual school has parent advisory councils. The center has heavy community involvement with advisory committees consisting of experts in each field. These experts assume responsibility for finding employment for students whenever possible.

Results:

Forty percent of the students entered the full-time job market upon completion of the program; 21 percent continued high school; three percent entered part-time labor; 30 percent entered college; two percent entered the military; one percent became housewives; and about six percent are unemployed.

Of those enrollees entering the full-time labor market, 81 percent used their training in the same field or a related field. Of those enrollees out of high school, 73 percent used their training either in the labor market or as a major in college.

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Site Visit Report

PROGRAM TITLE:	Bilingual Education Program
Location:	William B. Travis, Dallas Independent School District
Duration:	1974-75
Number Served:	Approximately 2,040
Grade Range:	Kindergarten through grade 5
Ethnicity:	Mexican American, 84.14%; Black, 13.33%; Anglo, 2.53%
Area Served:	Urban
Source of Funding:	Title I, ESEA Title VII, ESEA
Expenditure:	$360 per student

Program Characteristics:

Goal of Program: Develop a positive self-image, enhance concept development and promote functionality in two languages—Spanish and English in all children.

Program Characteristics:

Goal of Program: Develop a positive self-image, enhance concept development and promote functionality in two languages—Spanish and English in all children.

Objectives: To facilitate the development of a positive self-image in all children, the program is developing and implementing curricula in Spanish and in English that will allow the children to acquire concepts in the language they understand best. Students develop a cadre of highly trained personnel in bilingual education that will grow in understand- of and empathy with the sociocultures of all children, and parents are encouraged to participate in the total bilingual program.

Context: William B. Travis is located in the Dallas, Texas area. It is one of the eight public elementary schools in the Bilingual Education Program serving approximately 2,040 students in 86 classrooms.

Program Description:

Students enrolled in the program will increase their competency in speaking, reading, and writing in their dominant and second languages, and will also increase their understanding of their history and culture background.

Students will achieve a significant increase in bilingual competence, oral and written language skills through instructions from teachers and teacher aides who have had comprehensive inservice training programs provided by the Dallas Independent School District.

Parent Involvement:

Approximately 1,125 parents are actively involved in the bilingual program. 89.74 percent have been contacted and are involved in the learning process of the children. After contacting approximately 83.01 percent of these parents, 99 percent felt that their child had been more interested in coming to school than they did before enrolling in the program. About 55 percent of the parents have made visits to classrooms and felt that their presence had been welcomed in a positive manner.

Results:

Four criteria were used to evaluate the program, criterion referenced tests showed gains of 21.01 percent compared to the pre- and post-tests.

ESL indicated gains of 78.14 percent
SSL indicated gains of 49.10 percent

The standardized tests used were MRT, CAT and CBTS.

Students in the first grade tested by CAT showed gains of 18.08%
Students in the second grade using CAT showed gains of 42.18%
Students in the third grade using the CTBS showed gains of 29.99%
Students in the fourth grade using the CTBS showed gains of 16.21%

The overall average gains made by all students in the program were 43.03%.

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Site Visit Report

PROGRAM TITLE:	Cognitively Oriented Prekindergarten Program (COPE)
Location:	West Chester, Pennsylvania
Date of Visit:	November 10, 1975

Description of Program:

COPE is an appropriate program for use with prekindergarten, kindergarten, and transitional first-grade students. Children from low and middle-income families and those with specific learning disabilities have successfully participated in it.

The project is an early learning program designed to enhance the intellectual, language, and socio-emotional development of the participating children. Based on a child's skills and the development of the participating hcildren at entry, he/she attains instructional levels. The program's activities are divided into two complementary dominions: the developmental curriculum and the achievement curriculum. Program objectives are pursued in a variety of learning situations including individualized instruction, small and large group instruction, and free inquiry experiences. The approach is primarly teacher-directed, and the children are encouraged to actively participate in learning activities. One classroom teacher and two full-time teacher aides are required to fulfill a 1:8 adult-pupil ratio.

The subjects constituting the academic area are reading, math, science, social studies, health, and safety. Reading and math were covered daily while the others were covered on designated days during the week. The activities found in the general curriculum included those relating to music, art, small and large motor exercises, classroom operations, colors, shapes, left to right progression, and time and space concepts. These activities were devised to accentuate the skill areas of sensory-motor coordination, auditory discrimination, visual discrimination, and conceptual language skills.

In data for the 2 years, participating students demonstrated respective *gains of 3.20 and 2.61 months/month of attendance* as measured on the Slosson Intelligence Test. In these years statistically significant gains were achieved in language development as measured by the Peabody Picture Vocabulary Test and the Verbal Language Development Scale. Socio-emotional development gains were achieved as measured by the Vineland Social Maturity Scale.

Evaluative criteria designed to measure attainment of specific objectives are built into each level of instruction. In addition, use of a battery of standardized pre- and post-test measures can be undertaken for assessing development in intellectual, language, and socio-emotional areas.

Council Observations:

Areas of interest included the *techniques used to instruct 3½ to 4½ year-old children in reading and math.* It was observed that the COPE Program approaches these educational goals through a variety of interesting activities viewed as "games" by the children. The teachers often took the students, individually or in small groups, to a "Total Environment" room to acquaint them with sight words. This is a large, circular enclosure which is completely dark. Large words are projected on the room walls with the associated picture, capturing the complete attention of the children and quickly leading them to recognize sight words. These sight words were reinforced through many of the "games" in the classroom. After only a month or so in the program most of the children are able to identify most objects with the word.

The class' teaching staff consisted of one "Master Teacher" and three aides. The aides were students of the college, enrolled in educationally related courses or in work-study programs. Presently the COPE Program does not have a formalized teacher-training component for studets major in Early Childhood Education. However, one is planned for the future.

Members were in general agreement that COPE was an effective program. However, some felt that many local school districts throughout the country may not be quite ready to institute the high quality COPE Program because of limited funds and lack of qualified staff. The minimal cost ($70-$80) per child for start-up costs plus $30 per child per year maintenance costs does not include staff, building, or other costs that are part of the program.

Concern was expressed over the lack of physical checks for children each morning, as well as the lack of an outside play area.

Due to the lack of funds, no longitudinal study was available on COPE students to ascertain whether or not skills were retained. It was suggested to the COPE administrators that such a study could be accomplished by a graduate student for his/her master's thesis. This suggestion was well received by the COPE staff.

Council members would like to see this type of "lab" school incorporated into the education departments of all colleges, utilizing education majors and supportive personnel such as nurses, nutrition aides, and others.

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